

THE CATHOLIC SCHOOL *Journal*

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Your Journal

Another School Year

We have had our vacation. We come back with renewed energy to face the problems of 1957-58 in our classrooms.

The editors and publishers of your JOURNAL have done considerable planning and work to bring you a fresh, expanded opening-of-school number. Two leading articles — "The New Earthly Paradise" and "The Apostolate of the Teaching Sister" — present a personal challenge to teachers and students.

Help for All

Teachers and administrators will find in this issue a wide variety of helpful ideas in using teachers' aides, in business education, in testing students and organizing classes, in religion, music, arithmetic, devices, property insurance, visual education, home economics, etc.

Your Market Place

The advertisements are an important feature of your JOURNAL. They are a convenient market place in which you can shop at your leisure among a group of selected, reliable publishers, manufacturers, and dealers for the up-to-date tools and supplies you must have to meet the modern challenges in the classroom.

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Some 1956 Educational Films

(Concluded from the June issue)

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Charles Scribner's Sons. Filmstrip, 33 frames, Eastman color, 35mm. English at work, Course 1.

A Visit to a Lumbering Camp

Film Strip-of-the-Month Clubs. Filmstrip, 40 frames, Eastman color, 35mm.

A Visit to the Dentist

Jam Handy Organization. Filmstrip, 20 frames, Eastman color, 35mm. Picture stories for reading readiness, Ser. 2, No. 4.

Washington, D. C.: Story of Our Capitol

Coronet Instructional Films. 11 minutes, sound, black and white, 16mm.

What Is an Experiment?

Jam Handy Organization. Filmstrip, 29 frames, Eastman color, 35mm. First experiments about weather.

What Is Wind?

Jam Handy Organization. Filmstrip, 36 frames, Eastman color, 35mm. First experiments about weather.

What Makes Things Dry Faster?

Jam Handy Organization. Filmstrip, 30 frames, Eastman color, 35mm. First experiments about the weather.

What Our Flag Means to You

Film Strip-of-the-Month Clubs. Filmstrip, 25 frames, Eastman color, 35mm.

What Will Clay Do?

New Art Training Films. Released by *Tabletopper Productions.* 12 minutes, sound, black and white, 16mm., with teacher's guide. *Pres\$man, Irving Louis.*

What Will the Weather Be?

Film Strip-of-the-Month Clubs. Filmstrip, 25 frames, Eastman color, 35mm.

Where Do Clouds Come From?

Jam Handy Organization. Filmstrip, 28 frames, Eastman color, 35mm. First experiments about weather.

Where Do Our Letters Go? (The Postal System)

Coronet Instructional Films. 11 minutes, sound, black and white, 16mm.

Why Is the Night Cooler Than the Day?

Jam Handy Organization. Filmstrip, 25 frames, Eastman color, 35mm. First experiments about weather.

George E. Vander Beke, Ph.D.

Editorial Consultant for
Audio-Visual Aids

William Shakespeare

Encyclopaedia Britannica Films. 25 minutes, sound, color, 16mm., with film guide.

Winkie, The Merry-Go-Round Horse: Storytelling

Coronet Instructional Films. 11 minutes, sound, black and white, 16mm.

Winning the Far West

Yale University Press Film Service. 40 frames, black and white, 35mm. The pageant of America Filmstrips.

The Woods of Home

Life. Made by *Colortech Films.* Filmstrip, 81 frames, Eastman color, 35mm. The world we live in. *Time, Inc.*

Word Meanings Change

Young America Films. Filmstrip, 42 frames, Eastman color, 35mm. Word study series.

Words Derived From Latin and Greek

Young America Films. Filmstrip, 48 frames, Eastman color, 35mm. Word study series.

Words Derived From Other Languages

Young America Films. Filmstrip, 49 frames, Eastman color, 35mm. Word study series.

The Work of Louis Pasteur

Film Strip-of-the-Month Clubs. Filmstrip, 41 frames, Eastman color, 35mm.

Worms, the Annelida: Leeches, Earthworms, and Sea Worms

Encyclopaedia Britannica Films. 13 minutes, sound, color, 16mm., with film guide.

Yearbook — Planning and Production

Jam Handy Organization. Filmstrip, 51 frames, Eastman color, 35mm. Your school publications, No. 6.

You and Your Growth: Physical Growth

Jam Handy Organization. Filmstrip, 33 frames, Eastman color, 35mm. Guidance discussion series, No. 1.

The Young Nation and Foreign Affairs

Yale University Press Film Service. Filmstrip, 40 frames, black and white, 35mm. Pageant of America Filmstrips.

Your Bill of Rights

Film Strip-of-the-Month Clubs. Filmstrip, 40 frames, Eastman color, 35mm.

Your Family and You: Emotional Growth

Jam Handy Organization. Filmstrip, 35 frames, Eastman Color, 35mm. Guidance discussion series, No. 5.

Your Home in the Americas

Rand McNally and Society for Visual Education. 4 Filmstrips, Ansco color, 35mm.

Your Table Manners.

Centron Corp. Released by *Young America Films.* 1 reel, sound, black and white, 16mm.

LIBRARY PLANNING FILM

A new color motion picture, "Planning a School Library," has been produced under the auspices of the Remington Rand Division of Sperry Rand Corp., New York City. The 23-minute, 16mm. color film covers a wide range of library planning techniques, such as the purpose and use of furniture, correct space allocation, arrangement of various kinds of equipment, the need for correct lighting and floor coverings.

Copies of the film have been presented to the Library of Congress, American Library Association, and National Education Association.

Any educational or architectural association, school library, or anyone engaged in planning new school buildings may borrow a copy of the film by contacting one of the 45 local sales offices, or writing direct to Remington Rand Division, Sperry Rand Corp., 315 Fourth Ave., New York 10, N. Y. A descriptive folder, No. LB-804 highlighting the film, is also available.

Educators Guide to Free Films

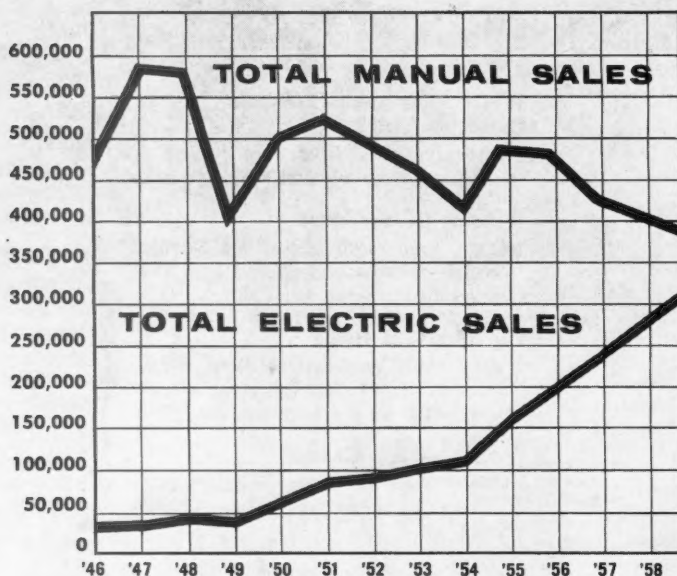
Seventeenth annual edition, 1957. Compiled and edited by Mary Foley Horkheimer and John W. Diffor, M.A. Paper, 625 pp., \$7. Educators Progress Service, Randolph, Wis.

This ever growing catalog of educational and recreational films now contains a listing of 3880 titles, including 842 new titles. Revised yearly, the catalog omits obsolete films or those not readily available to borrowers. It is conveniently indexed and cross-indexed under such general headings as agriculture, art and handwork, business, entertainment, geography, history, music, religion, science, sports, social problems, transportation, etc.

In an introductory essay, John Guy Fowlkes, Ph. D., professor of education at the University of Wisconsin, suggests using the Guide to enrich the curriculum for the upper 25 per cent of gifted students enrolled in American schools.

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To center headings or titles correctly for the handsomest results, here's the easy way:

1. *Divide the total number of spaces in the writing line by 2, and move the carriage to that point on the scale.*
2. *Backspace one for every 2 characters and spaces in the heading to be centered.*
3. *Your carriage will be at the correct point to begin typing the heading.*

When you wish to type a single character down the length of a page, it is not necessary to set a margin or a tab stop. Here's the easy way to do it on the IBM Electric:

Simply move your carriage to the desired position on the page and type the single character. Then immediately position your first finger on the right hand on the back-spacer, and put the second finger on the return key. Depress both keys simultaneously.

In one fast operation, you will have moved down one line and back one space, and your carriage will be in the correct position for typing the next character.

When you are typing manuscripts of several pages and you want them to look uniform, here's the way to make sure you end each page on the same line:

Prepare a strip of paper numbered vertically from 1 to 33 single-spaced. With cellophane tape, fasten the strip around the extreme left edge of your platen. Align your first page with 1 and note the number on which you end the page. Then stop typing at the same number on each succeeding page.

REMEMBER . . . the efficient way turns out to be the easy way to do things. So master these efficiency "tricks" to help yourself do the best job when you're out in the business world!

New Books of Value to Teachers

NEA: The First Hundred Years

By Edgar B. Wesley. Cloth, 419 pp., \$5. Harper & Brothers, New York 16, N. Y.

This is a valuable and useful supplement to the history of education. It celebrates the centennial anniversary of the founding in 1857 of the National Education Association. The twofold aspect of this history is indicated in the preface:

"An account of the use and progress of the NEA in its broadest sense would be the history of American Education; in its narrowest sense it would be the internal story of

the growth of a great organization." While it is not true that it would be a history of American education, it is a very useful supplement and records the opinions of the great leaders of American education in this national forum. It is, too, a revealing story reasonably objective as to the facts, but somewhat exaggerated as to claims, which is to be expected in a centennial history.

This fairly but not entirely objective account of the purpose, significance, usefulness, and operation of a national education association should be especially interesting to the bishops of the U. S. and the officials of the

National Catholic Educational Association. Unfortunately however there is no clear statement, for example, with reference to the very important Education Policies Commission, as to how its reports are formulated, to what extent they are the result of the regular staff, and to what extent they really express the opinions of the Commission itself.

There are very good chapters on "the rise of high schools," normal schools and teachers colleges, higher education, and those aspects of education which are revealed in the extraordinary exhibits at the national convention. Educational reforms during the period of 1857-97 are discussed helpfully: object teaching, the kindergarten child study, co-education, the Herbartian and Progressive movements. Some "lost causes" supported by the NEA — the national university movement, the simplified spelling movement, movement for temperance, thrift, the child labor amendment, and for cabinet status for the U. S. Commissioner of Education — are objectively discussed. The report notes quite significantly that during the first 50 years little attention was given to teacher welfare projects such as salary, tenure, pensions, and the like, but great emphasis was given to this project in the second fifty years.

Of special interest to the National Catholic Educational Association is the chapter devoted to a study of the resolutions passed by the convention. — *Edward A. Fitzpatrick.*

Education in a Democracy

By Alonzo F. Meyers and Clarence O. Williams. Cloth, 349 pp. Prentice Hall, New York, N. Y.

This is a fourth edition of a popular introduction to the study of education, originally published in 1954. New sections are added on the significance of our expanding population and the nature of our efforts to meet the Communist threat. The main topics of the book, following a general description of the American school system are: (1) the influences affecting the schools, significance of education for society, some challenging educational problems and impending changes, and promising educational activities today. The book is concluded with a discussion of "Shall I Become a Teacher?" — *R. S. F.*

Development of Concept and Function of the Catholic School in the American Parish

By Sister M. Laurina Kaiser, M.A. Paper, 149 pp., \$1.75. The Catholic University of America Press, Washington 17, D. C.

This carefully documented study traces the history and the function of the elementary school in the Catholic parish of the United States. The final chapter, outlining the present contributions of the school to the life of the parish and to American life is particularly significant.

The Pope Speaks

Pius XII. Edited by Michael Chinigo. Cloth, 378 pp., \$4.50. Pantheon Books, Inc., New York 14, N. Y.

More than any other Pope, Pius XII has spoken on the greatest variety of religious, social, political, moral, and scientific problems. The present inclusive collection of extracts from addresses, encyclicals, and apostolic letters is divided into five parts: (1) man and his personal relations, (2) education, the sciences and the arts, (3) the church and religion, and (4) modern society and politics. The translations which are taken principally from official Vatican sources are intended for popular use. Photographic illustrations relieve the solid continuity of the book. The index which is ample for the popular reader is perhaps too brief for the professional user of

(Continued on page 12A)

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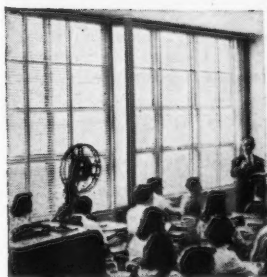
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New Books

(Continued from page 10A)

the book. The work is a proof of the highly effective manner in which Pius XII has discharged his duty as teacher of religion for all peoples.

Guadalupe to Lourdes

By Frances Parkinson Keyes. Paper, 384 pp., 50 cents. Catechetical Guild Educational Society, St. Paul 2, Minn.

This is a reprint of the complete text of *The Grace of Guadalupe* issued in 1941 and *Bernadette of Lourdes* issued in 1940.

The Twelve Apostles More Apostles and Evangelists Martyrs in the Canon

By Teresa Lloyd. Boards. Each 80 pp., and \$1. B. Herder Book Co., St. Louis 2, Mo.

The first of these books provides a simple outline story of the twelve Apostles. The second recounts the stories of John the Baptist, SS. Stephen, Paul, Barnabas, Mark, and the other evangelists. The final book tells the life stories of the martyrs listed in the Canon of the Mass. The three books thus embrace in biographical sketches the story of the early spread of the Church. The stories are addressed to teen-agers and even younger children, and provide a clear-cut story of the early Church. Sufficient doctrine has

been introduced to make the books valuable additions to any course in the New Testament and in Christian doctrine. The books will be welcome additions to the religion section in any elementary or high school library.

The Catholic Concise Encyclopedia

Compiled by Robert C. Broderick, M.A. Paper, 330 pp., \$1.95. Catechetical Guild Educational Society, St. Paul, Minn.

A source book of information on Catholic history, scriptures, theology, and liturgy. Entries are brief and to the point and broken up intermittently by line drawings. Many of the latest declarations of the Holy Father are included. The recent changes in the Holy Communion regulations for fasting are not given, however.

Son of the Church

By Louis Lochet. Translated by Albert J. La Mother, Jr. Cloth, 266 pp., \$4.50. Fides Publishers, Chicago, Ill.

A modern and profound book on apostolic spirituality which outlines in great detail the task that lies before present-day theologians. The author points out the abyss that exists between the Church and the masses and delves deeply into what must be done to overcome this abyss.

Our American Government

By Stanley E. Dimond and Elmer F. Pfieger. Cloth, 624 pp., \$4.20. J. B. Lippincott Co., Philadelphia 5, Pa.

Excellent designed for today's students and today's citizens this American government text has replaced stiff definitions with interesting, stimulating material covering the basic organization of our government. A book of ideas and ideals, it should inculcate in our young people a deeper understanding and appreciation of the democratic way of government.

Modern in organization, too, it contains 30 chapters that can be effectively taught in the order they appear or in any other order the teacher desires. Written expression throughout is easy to read and easy to understand. Helpful study aids are provided at the end of each chapter.

Recent Basic Vocabulary Books

By Edward W. Dolch and Margaret P. Dolch. Clothbound, \$2.50 each. *Wigwam Stories*, 175 pp., *Tepee Stories*, 175 pp., and *Pueblo Stories* 170 pp. The Garrard Press, Publishers, Champaign, Ill.

These are collections of simply written Indian folk stories built around the 220 basic sight words and the 95 commonest nouns.

See What You Say

Second Edition. By Bruce A. Findlay and Esther B. Findlay. Cloth, 429 pp., \$2.96. Prentice-Hall, Inc., New York 11, N. Y.

A high school English grammar text built around clever cartoons. Chapters consist of guides or rules of grammar briefly stated, short explanatory passages, amusing cartoons illustrating the rules, and numerous exercises.

Spanish Review Grammar

By Vincenzo Cioffari and Emilio Gonzalez. Cloth, 253 pp., \$2.88. D. C. Heath & Co., Boston 16, Mass.

A well-organized advanced course in Spanish, this text is suitable for both high school and college use. It consists of two parts, each 14 chapters in length. Part one reviews the basic rules of grammar and part two provides a course in conversation and composition and also reading selections based on cultural themes.

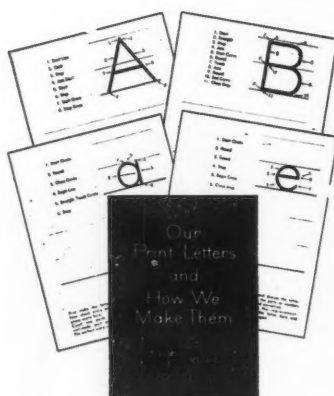
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The New Earthly Paradise*

I am glad of the opportunity to speak at this Benedictine college. You are part of a great continuing tradition expressing itself primarily in a true religious spirit and the religious formation of the individual and also in scholarship, in art, and in liturgical music. In an age of centralization the amazing social and spiritual vitality of a world-wide group of autonomous and independent abbeys, held together only by a great document, the Rule of St. Benedict, should lead us to question the wisdom of our centralizing ways. And one needs to recall or become aware that the original Benedictine monasteries were not associations of priests, but of the common run of humanity who wanted to serve God more fully than is normally possible in the world. It is good to be here where this fine spirit expresses itself in the more complex conditions of twentieth-century society.

The Dream World and the Real World

The present world needs very much the Benedictine spirit. It is a strange world, and it becomes increasingly a conspiracy against the individual, his freedom, his self-direction, his hope to abide ultimately in those mansions prepared from the foundations of the world. And perhaps this description of our contemporary life into which you will be plunged tomorrow, to find your place, seems as it always does on a commencement day, roseate, providing the opportunity of great adventure and uninhibited life, and climbing the ladder to success and therefore to wealth, with all the goods things of life. And yet

*Commencement Address, St. Procopius College, Lisle, Ill., May 29, 1957.

Edward A. Fitzpatrick

Editor of the
Catholic School Journal

a poet, the seer, might look out at that situation and penetrate into its heart, and say with even greater truth what Matthew Arnold in Victorian England said looking out at Dover Beach:

for the world which seems
To lie before us like a land of dreams
So various, so beautiful, so new,
Hath really neither joy nor love, nor light
Nor certitude, nor peace, nor help for pain,
And we are here as on a darkling plain
Swept with confused alarm of struggle and
flight

Where ignorant armies clash by night.

The World of Security and Beneficence

And yet what are the obvious characteristics of this world in which we live. Probably the popular phrase "We never had it so good" expresses the contemporary outlook, even the Zeitgeist. Another popular word is "Security" not only national security, but individual security: social security, pensions for the aged, survivors' insurance, and all the other expressions of the welfare state. Another aspect of the situation is the seeming obvious "beneficence" of all the social arrangements. And at the basis of it all is the economy of abundance with the central fact of an increasing national output now in the hundred billion dollar classification with annual spiraling wage increases, and longer vacations, shorter work weeks, coffee breaks, and other fringe benefits.

This New Brave World

Such a new brave world with all these physical and social advantages must be welcomed in contrast with nineteenth-century devitalizing child labor and abuses, the longer work week and work day, the evils of unemployment, the ruthless management in the interests of profits, and other characteristics of the nineteenth-century Industrial Revolution. On the positive side, this has been accompanied by urbanization which, in this sense, means providing the great facilities of museums, libraries, theaters, schools, and sports. On the negative side it means congestion of population, tenements, and slum or blighted areas, more juvenile delinquency, and the exploitation of leisure time activities.

We Rejoice in the Progress

Even though the idea of an inevitable progress which dominated nineteenth-century thought, has lost much of its popularity and force, the idea persists, and our social achievements, in spite of such negations as were listed above are enumerated with pride by our politicians, our social engineers, our welfare workers. If it is not the best of all possible worlds, it comes pretty near being so. The human race never had it so good.

The World of Technology and Communism

But every once in a while we are reminded about the atom and hydrogen bombs, guided missiles traveling 1500 miles, and jet airplanes capable of delivering catastrophic destruction at a speed of a thousand miles an hour. We are reminded, too, that there exists in the world a dictatorial power built on a theory

of world domination inevitable in the social processes, but which in its impatience is unwilling to wait for what it says is inevitable but must hasten it by every trick and stratagem, by infiltration and subversion, by cunning, deceit, and the perversion of language, by violence and brainwashing. The unabashed objective is to reduce the free peoples of the world to enslavement in the service of a Godless inhuman Communism. All that is lacking is the opportunity to use this power at a moment of beguilement and deception of free peoples.

Is the Process More Subtle?

Apparently we are not too greatly worried about the situation though we are concerned about the money costs of the military establishment and foreign aids. There is a naïve faith that somehow the physical threat because it is so terrible will fade and there will follow a compromised coexistence. But one may wonder whether the struggle for the minds of men is not more subtle.

The Old and New Earthly Paradise

And we move inevitably—so it is thought to the materialistic earthly paradise, achieved by applying the methods of mathematics and natural science to an integrative science of men, helped by personnel inventories, Rorschach tests, managerial controls, and an ethical rationalizing of the whole process. All one is asked to do is to play the game. In the history of man there is the story of the most famous earthly paradise—the Garden of Eden. Here in the paradise of pleasure was a whole creation, available to man, but there was one prohibition: Of every tree in Paradise man could eat, but of the tree of Knowledge of Good and of Evil. He was warned: "Thou shalt not eat or thou shalt die the death." The important thing is that the prohibition was the commandment of God. The violation was a violation of the law of God.

God's Commandments in the New Earthly Paradise

In the new earthly paradise created by science, social engineering, public relations, personality technique, and the like there will always be the condition of the Garden of Eden: the moral law, the law of God most conveniently expressed for us in the Ten Commandments. It is strange indeed that all these earthly paradises have this blind spot. The great need of human beings in or out of earthly paradises is the guiding light of the law of God, understood not only in its negations but also in its affirmations. The commandment "Thou shalt

GIFTEDNESS

Within each class is some gifted child,

Unique with talent rare, alert, awaiting there

The gifted teacher.

A scientist unusual,

Adroit with hand and brain, and eager, knowledge to gain

From the gifted teacher.

In art or music it may be

The special talents rest, and who can help him best?

The gifted teacher.

An author keen, a leader apt,

A President, maybe, that child awaits the key

From the gifted teacher.

Our country seeks the gifted child

For progress and for peace; the teaching lifetime lease

Of the gifted teacher.

Hand him the challenge broad and deep!

His skillful research lead. Americans do need

The gifted teacher!

NOTE: "Giftedness" is reprinted with permission from the *National Anthology of Poetry for Teachers and Librarians*.

not kill" is not merely a negative, it is an affirmation of the sacredness of life; the commandment "Thou shalt not steal" is not merely a negation but an affirmation of the sacredness of private property; the commandment "Thou shalt not commit adultery" is not only the negation of lust but an affirmation of purity and chastity.

The Blind Spot in the Social Ethic

The great need of modern society is the moralization of all its activities. The recognition of the moral law as a guide in all economic and social activity. The recognition of the human being in his high dignity as worthy of redemption by the Son of God. This is the "blind spot" in the so-called social ethic.

The Source of Happiness

The futility of life in an earthly paradise achieved by man's cunning and ingenuity has never been expressed better than by Carlyle in *Sartor Resartus*. Carlyle asks who can undertake to make a single individual—a shoeblack—happy. Let us quote Carlyle's language:

Will the whole finance ministers and upholsterers and confectioners of modern Europe undertake in joint stock company, to make one shoeblack *happy*? They can-

not accomplish it, above an hour or two; for the shoeblack also has a soul quite other than his stomach, and would require, if you consider it, for his permanent satisfaction and salvation, simply this allotment, no more and no less: *God's infinite universe altogether to himself*, therein to enjoy infinitely and fill every wish as fast as it arose. Oceans of Hocheimer, a throat like that of Ophiuchus. Speak not of them; to the infinite shoeblack they are as nothing. No sooner is your ocean filled, than he grumbles it might have been of better vintage. Try him with half of a universe, of an omnipotence he sets to quarreling with the proprietor of the other half and declares himself the most maltreated of men. Always there is a black spot in our sunshine; it is ever as I say the Shadow of Ourselves.

The Insidious Influence of Advertising

The tragedy of the life that you will enter is that the problems of your own destiny may be decided for you by others, or by yourself unconscious of the implications of your decision. We see this mass conspiracy in forming the individual in perhaps its most naïve form in advertising. By slogans and repetition there is determined for us what we eat, what we drink, what we smoke, what clothes we wear, what perfume breaks down all resistance, and most of the details of our everyday life. The radio, the movies, and television are creating world views on all levels of human life that were never frankly faced nor objectively formulated.

The Sociologist's Emphasis on Status

Your study of sociology—which the sociologist tells us is in itself no way concerned with human values—emphasizes the great influence in our lives of *status*. In all the groups of which we are members we have a status, which implies certain obligations and behavior, and which when we translate into behavior we call a role. But it is surprising how much of our lives is carried on purely in terms of status, with people of whom we have little or no personal knowledge. The surprise is in the extent of the depersonalizing of human relations. We act not as individuals but in roles implied in the status in the situation.

The Organization

This condition has been emphasized in a best seller called *The Organization Man* by William H. Whyte, Jr. This is a study of the place of the individual in group life, particularly in organizations. It expresses the clash between the individualistic beliefs of the member of an organization and the collective life he actually lives. The organization creates a climate which inhibits individual initiative and imagination and discourages any expression of

opposition to group opinion. The organization uses every device of social engineering, of personality testing, of group opinions in conference and committees and consensus. Everything is done for the individual—most of the decisions are made for him, higher up—and all in a great spirit of beneficence. His benefits, fringe and otherwise, help keep him in the organization, and playing the game is the road to advancement. A job, I once wrote, was a way of life but in the contemporary situation it is a way of life in which the individual is sacrificed on the altar of something called *The Organization*.

Industrialism and Technological Development

We have taken only certain phases of our society with its dominant characteristics of industrialism and technological development. These in a more comprehensive fashion have become the larger phase of this conspiracy against the high humanity of the individual. Through the mass culture it has resulted in the "homogenization of taste," the impoverishment of life, taking out of it, its meaning and significance, exploiting commercially the very leisure it creates, the rational enjoyment of which it does not understand.

A Lesson From St. Benedict

Our author, Mr. Whyte, points out some measures *the organization* can take to stop this dehumanizing and depersonalizing formation of the organization man, but, as he remarks, any real change will be up to the individual himself and this is why his education is so central. And for that, let us turn back to St. Benedict. The life he would have his monks lead was one in which full scope was "to be given to the growth of supernatural motives and supernatural virtues—a life to be passed in the presence of God with every activity and action directed towards him." And despite the great spiritual, social, and intellectual work of the Benedictines, it is pointed out by a member of the order, "To attribute to him (St. Benedict) any purpose of using his institute as a great economic or social, or intellectual, or even apostolic force would be neither spiritually nor historically true." In other words, unlike much of our contemporary education—life adjustment and other—St. Benedict kept first things first, and understood the nature of education and spiritual formation that it was to make a kind of individual and a quality of human life—the social and economic and intellectual results would follow but the main task and the highest end was primary.



— Sister M. David, O.P.

The Guardian Angel. This drawing may be adapted to bulletin board, chalkboard, or window decorations. The author is a teacher at Mary Immaculate School, Eagle Park, Ossining, N. Y.

The Educated Individual in the Modern World

And so to you trained in this great tradition you must keep central the Christian theology and philosophy of life—not merely as knowledge stored for examinations, now happily past, but as a germinal energized knowledge transforming the world. It must reject the pressures of a social conformity, for individual action unless it is directed in Matthew Arnold's phrase "to make reason and the will of God prevail." You must avoid the social drift so characteristic of so much of your life. You must understand what group life and organizations are doing to make you in their own image—you, who are made

in the image and likeness of God. Your Christian philosophy of life must be studied and made second nature. It must be lived for no one really understands the doctrine who doesn't live the life. The thing the Benedictine will understand is that the temporal function of the Church is not a clerical but a lay society embodying justice and peace and charity. This philosophy of life must result not in the indulgence of commercialized recreation, but in the rational enjoyment of leisure. And in the spirit of the Christopher you can light a candle—adding light to the dark ways of the world in your vocation, and by doing so, tomorrow and every day you may have that peace which the world cannot give.

Teachers' Aides Really Aid

Whenever two or three teachers are gathered together, inevitably "shop talk" invades the conversation. Two questions will invariably be asked, namely: "How many do *you* have in your classroom?" and, "What can we possibly do about these crowded rooms?" Then, someone in the group may be confidently expected to add the solemn data, "If you think we're crowded now, wait until 1960—everyone says that will be the peak year!" And so it goes.

Much has been said and written about the lay teacher and teachers' aides and the valuable contributions they are making to relieve the crowded conditions in the parochial school system today. It is not, then, with a view to convincing anyone of the need for help nor of the value of lay teachers and aides that these words are written, but with the hope that others may benefit from the experience our school has had in using aides to overcome our teacher shortage.

Opportunity for Service

A five-year-old school, saddled with a large debt in a growing parish, and a constantly increasing school enrollment is not an unusual situation in our Catholic schools today. We had 280 children to divide among five religious teachers, and it was a financial impossibility to add a full-time lay teacher to the faculty. There were 82 second and third graders in one division and only one Sister, so a split session was arranged. Happily, a generous retired public school teacher offered her services, gratis, for a half day of teaching. She taught small groups of the third grade arithmetic while Sister took the different reading and phonics classes. Then Sister had the second grade alone during the other half of the day.

There was also the problem of what to do with the few children who lived too far away to go home during the half day when their class was not in session. Here a teachers' aide was invaluable in taking the small group and keeping them busy while the other grade was in class. Games, playlets, drills, and assistance with school assignments kept these children happily and profitably occupied and made the split session possible.

Sister M. Kenneth, S.L.

St. Andrew School
Rock Falls, Ill.

Study Hall Duties

The 60 fourth and fifth graders and an equal number of sixth and seventh graders presented a different situation. Half-day sessions were not feasible solutions for the crowded conditions in these combined grades, and again, teachers' aides came to the rescue. Women in the parish volunteered to preside in "study halls" next door to the regular classrooms. Singing, religion, and classes in science were taught to the double grades combined, but for the rest of the periods, usually a half hour in length, the grades were separated—one in the classroom with Sister and the other in the study hall with an aide.

A small bell was rung by the aide at the conclusion of the study period and the children filed out and returned to their classrooms, and those in the classroom picked up their books and went to the study hall. This exchange of students was usually performed with no more than the time ordinarily allowed for changing from one class to another in a room with two grades.

The benefits of such a program proved to be incalculable. While the Sisters were teaching arithmetic, for example, to one grade, they were no longer concerned with disciplinary problems caused by the other grade. The latter pupils, in turn, were not distracted by the recitation of another class during their own study period. One Sister observed that her schedule was kept more exactly when an aide watched the clock and rang to signal the end of a

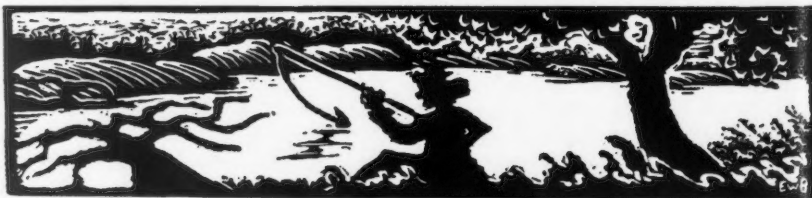
period. With the return of the other grade from study hall, the teacher, who might be tempted to lengthen a class—a common enough temptation with the short periods of a double grade—is forcibly reminded that time is up.

Another advantage in the children's favor is the opportunity of changing their positions as they transfer from room to room. Their study habits, with careful supervision, should improve and afternoon dismissal should find the children with completed homework assignments in almost every subject. Another approach to the same problem has been suggested which would keep the grades separated at all times and call for an exchange of the teacher and the aide rather than the children. Necessary relaxation for the children could be provided by letting them stand and stretch or walk once around the room. Naturally, such an arrangement presupposes unused classrooms and would not be possible without adequate room. However, aid can be given to smaller groups in limited space such as halls and lunchrooms.

Typing and Clerical Work

Generous mothers who volunteer as aides usually enjoy doing little odd jobs which normally consume much of a teacher's time. Our aides have collected lunch money, sold school supplies, served as classroom librarians, recorded grades, supervised recess periods, traced and cut out letters for borders and helped in countless other tasks like these. Other aides, who cannot give time for presiding in school, have typed permanent records, put names on report cards, typed promotion slips and hectograph material for classwork, and thus saved uncounted hours at the typewriter for the busy classroom teacher.

The shortage of teachers and increase of students in our parochial schools, may, and probably will continue to present a problem in ratio which will never balance. But, with the generosity and co-operation of teachers' aides, the problem can be relieved and lightened in a way that will make teaching less the burden and more of the joy that it is intended to be for religious teachers.



— E. W. Bartlett

The Apostolate of the Teaching Sister

We are educating the child to be a citizen of this world and the next; we are preparing him for time and for eternity. While we are carefully leading him in the path of holiness, we must prepare him to take his place in the world, to accept its challenge as a member of his family, the Church, and the State. Seven broad objectives of Catholic education have been formulated by two contemporary Catholic philosophers who contend that Catholic educators should work to develop Catholic students who are "intelligent, spiritually vigorous, cultured, healthy, vocationally prepared, social minded, and American."¹

Strictly speaking, the teaching Sister is only a secondary agent in the educative process; God and the child are the primary agents. Through God's grace the child undergoes the change which is directed from "undeveloped capacities to abilities, ignorance to knowledge, impulses to ideals."² The grace of God and the child's correspondence with that grace are the determining factors. The teacher is an instrument which God uses to accomplish His will.

A good teacher respects the dignity of the child; even Juvenal, the ancient Roman poet, was insistent on this point. Patronizing tones or condescending attitudes cannot be tolerated in dealing with the child. In 1705 a French Jesuit elaborated on this theme. He urged teachers to realize that their pupils bear "as though hidden under a mask, the image of their divine origin, the features of their divine race, the blood of Christ."³ Many of us would admit that the dignity is often well concealed "under a mask," whether at the time of a vehement fistfight on the playground, a sullen or defiant attitude of a troublesome student, or an alarming situation which involves one or several of our pupils who are acting contrary to Christian principles. God's grace is intended to be channeled to our students to strengthen them in their personal problems and temptations.

¹J. Redden and F. A. Ryan, *A Catholic Philosophy of Education* (Milwaukee: Bruce, 1942), 92.

²William F. Cunningham, *Pivotal Problems of Education* (New York: Macmillan, 1942), 5.

³J. de Jouvancy, quoted by Gerard Gelleman, "The Educator, Witness to Charity," *Lumen Vitae* (Vol. IX, No. 1), 568.

Sister M. Xavier Therese, C.S.C.

St. Mary's High School
Anderson, Ind.

Teach Christianity

The teaching Sister tries to make Christ a real force in the lives of her pupils. She presents solid doctrine. Thus her pupils with their personal devotion and loyalty to Christ will be well fortified to meet future life situations with courage and spiritual stamina. As Catherine de Hueck reminds us, Catholic doctrine need never be weakened or diluted:

Give the whole Christ. Don't maim Him. Don't stunt Him. Give youth all of Him in you and through you! Teach them to see Him as He is. Do not soften any part of Him. Do not take one iota from the sweet hardness of His life and His cross.⁴

Each Sister should realize that it is through her prayers for her students that they will receive even more benefit than from her actual teaching. I like to tell my classes that I began praying for them before they were born! Years ago a retreat master suggested that we offer a daily prayer for all our pupils, past, present, and future. "A Prayer for Teachers" composed by Rev. Thomas A. Lahey, C.S.C., has been a source of inspiration for many religious teachers.⁵

For a given period of time God places a particular group of students under the care of a certain teacher. Consequently, students and teacher have a responsibility to pray for each other because of these special ties of charity. Our classes can often be reminded to consider the broad intentions of the Holy Father and the universal Church. Prayer to the guardian angels of our students is another good practice. I have often persuaded a mischievous lad to cultivate a greater devotion to his angelic companion, having first talked with his angel myself.

⁴Catherine de Hueck, *Dear Sister* (Milwaukee: Bruce, 1953), 13.

⁵Thomas A. Lahey, C.S.C., *A Prayer for Teachers*: Will & Baumer Candle Co., Inc., Syracuse 1, N. Y.

Applied Christianity

Generally students like to inform their teacher and classmates of urgent personal intentions. Recently the father of one of my students underwent major surgery. Knowing that his operation might be fatal, the majority of the class attended Mass and received Holy Communion for that man's intention. A month later that parent took his first little trip away from his home to visit the class and to thank them in person because he felt they were in a great measure responsible for his recovery. It is not unlikely that their sincere interest in him may result in his taking instructions in the Catholic Faith.

From time to time antireligious groups have intimated that by her vows and convent life the teaching Sister is prevented from becoming a good educator. Pope Pius XII answers this argument:

Chastity and virginity . . . do not estrange souls from this world. They rather awaken and develop the energies needed for wide and higher offices beyond the limits of individual families. Today there are many teaching and nursing Sisters who, in the best sense of the word, are nearer to life than the average person in the world.⁶

However, the Vicar of Christ insists on teaching Sisters being professionally competent. The mere donning of the religious habit fails to bring infused knowledge. Higher superiors have the serious responsibility of providing the necessary educational training for the religious who, in their turn should diligently apply themselves to the essential preparation. No apology should ever be necessary for the caliber of religious teachers.

Sisters who are teachers and educators must be so ready and so up to the level of their office, they must be so well versed in all with which young people are in contact, in all which influences them, that their pupils will not hesitate to say: "We can approach Sister with our problems and difficulties; she understands and helps us."⁷

This rapport between the teacher and the young should be a special characteristic of our schools. It is possible for religious to be friendly without being familiar,

⁶Pope Pius XII, "Counsel to Teaching Sisters," *The Unwearied Advocate*, Vol. II (St. Paul, 1954), 145.

⁷*Ibid.*

sympathetic without being sentimental. Genial Father Daniel A. Lord, S.J., who literally counted his youthful friends in the thousands had a pet theory that often the best teaching in Catholic schools was accomplished after the dismissal bell.

It usually happens that a youngster gets confidential just when our nerves are at the breaking point after a particularly hectic teaching day. Adolescents are often self-conscious and shy about mentioning their personal affairs to an adult. If once snubbed, a youth may never again muster up the courage to approach a teacher. Sister will probably have to practice heroic patience (that's good for her) while the worried student talks "around the bush."

Promote Catholic Action

By being alert to the Papal directive for Catholic Action in the schools the teaching Sister can promote membership in organizations of the Lay Apostolate. The Sodality, the Young Christian Students, the Legion of Mary, are geared to answer youth's instinctive craving to give service. The teaching Sister, having by her instruction shown the special purpose and operation of one or other of these apostolic groups, will then try to discern the special aptitudes and interests and needs of her pupils so that she may direct individuals into that area of the Lay Apostolate which will be of the most spiritual value to themselves and others.

Youth have a great capacity for generosity and devotion to a cause. When their enthusiasm is at white heat, the teaching Sister can find activities into which their energy can be utilized. Catherine de Hueck once related an incident which she had observed in a Communist branch office. A group of boisterous teen-agers who had just attended a Communist rally nearby rushed into the office and dramatically insisted on being put to work "for the Cause." Whereupon large sheets of newsprint were immediately produced, along with several small paper cutters. The youngsters were given specific directions and so feverishly set to work. This was a new slant on Communist technique! Catherine inquired, "What are you going to do with that paper?"

The man laughed. "Nothing."

Leaning over he whispered, "Here's the idea. Those kids want to do something right now, not tomorrow, or next week or next month. If I just told them to come back another time they'd probably never show up at our office again and they'd be lost to the cause. See?" Thus Communists capitalize on youth's spontaneity. Let us employ that technique. We

can discover some more *profitable* way, however, to employ youthful exuberance and action with perfect timing.

During a Vocation Institute at the University of Notre Dame it was agreed that in some instances religious communities had overstressed the recreational and really natural side of the religious life in their vocation literature. This is unfair to youth. We must face reality. There is more to our life than a tennis match or a hike, granted that those activities do have a place. There are certain obstacles and situations which must be faced with courage and grace. Every religious knows how the human element can affect the daily convent routine. When we are confronted with the inevitable disappointments, personal slights (imaginary or real), periods of frustration, personality clashes, — situations which would naturally hurt our feelings — we can transform these very occasions, in the spirit of faith, to so many extra ways of proving our deep love for Christ. Far from deterring a potential postulant, such a presentation of our calling will only inspire her to think more seriously about her fitness.

Encourage Vocations

In the event that a Sister believes that a boy has a vocation to the priesthood or brotherhood it may be advisable for her to suggest that the lad discuss the matter at greater length with his confessor or some priest or male religious in whom he has confidence.

It would be regrettable if a Sister would ever belittle the married state. If we are not careful we may establish in the minds of our pupils a negative notion of married life. "You don't have what it takes to be a religious, so you'll have to get married!" Such a remark would be far-reaching in its sad consequences. Rather, let us enable our students to appreciate the true beauty of marriage, the proper place and precious quality of sex in God's plan, and the need for marriage partners to possess a capacity for mutual respect, sacrifice, and self-discipline.

Personal Sanctification

From what source does the teaching Sister receive the necessary qualifications for her sacred mission? Where does she obtain the requisite perseverance? It is from the hands of Christ, her Beloved. A priest has thus described the relation of the Sacrifice of the Mass to the Sister's apostolate:

Each morning you have been fed with the flesh of Christ, your elder Brother; you have drunk of the blood of your elder Brother; you have become grace-filled chalices, and then, and only then, has

Christ, through the lips of a priest, said to you, His Beloved, "Ite, Missa est." Go ye forth into the classroom bearing Me as a monstace, radiating Me.⁸

Whenever discouraging circumstances arise in the practice of her teaching profession the religious has the tremendous satisfaction of knowing that in fulfilling the obedience given her by her superiors she is, with all certainty, carrying out the will of God. Being human the religious may fall short of her ideal in one of two general ways: either she is apathetic and disinterested in her apostolate or she will engage in excessive activity which encroaches on the proper fulfillment of her personal obligations in the religious life.

Both extremes interfere with the proper functioning of the apostolate. In the first case the religious is definitely shirking her explicit duty which she assumed when she accepted her teaching assignment. The second, a more common failing, is a case of misplaced zeal. The apostolate is always to be a *secondary* element in the life of a religious. It is comparatively easy for her to consider some phase of the teaching apostolate more urgent or tangible and to let this work supersede the obligations of her daily community life. Rev. Vincent McCorry, S.J., has described this temptation:

Of course I know theoretically that I have one prior obligation, the work of my own sanctification, be it meditation, reading, or examination of conscience. That can always be supplied, I feel; but piled high upon my desk are papers to be corrected, and there are marks to be calculated, reports to be made out, and tomorrow's lessons to be prepared. In a day or two all this *must* be completed.⁹

The fact remains that the fruits of the apostolate are in direct proportion to the richness of the interior life of the religious. She must establish the proper balance between prayer and action. Prayer should serve as the lever of her spiritual and apostolic life. Forgetting that everything depends upon God, she occasionally becomes impatient because some phase of her work is not successful. Perhaps God is thereby reminding her that any good which may result from her labors has been effected by His grace.

If we slight our religious exercises in order to devote ourselves more intensively to the apostolate we are working at cross purposes. Our religious life must rest solidly on our interior life; through the latter we will merit the graces we need for our apostolate.

⁸Noel Gascoigne, "The Antidote Against Monotony," *Catholic Educator* (Nov., 1950), 169.

⁹Vincent P. McCorry, S.J., *Most Worthy of All Praise* (New York: Declan McMullen, 1946), 73.

The Changing Curriculum* in Business Education

You are acquainted with the currently publicized patterns in vogue for the classroom and the office. We are turning in the hand-driven for the electric; we are representing ever speedier ways of writing than shorthand; we are rearranging the standard keyboard, materially sacred to us as soap and water; we are eliminating carbon copies with mechanical attachments; we are turning in our personal computing power (however irregular) for foolproof automatic brains; and if it were within our authority to do it, we all—the writer included—would delight in turning in or out the dopey do-nothings in our classes who mentally refuse to respond. As your pert sophomores would say, “Let’s face it.” Most of us cannot afford to electrify to an extent that would prove much change and as Catholic educators we are charitably aware that the slowest of the seniors is perhaps a preferred member in the Mystical Body of Christ.

Where then is change possible, even imperative? In answer, I turn to Pope Pius XII who said: “While exhorting you to remain faithful to rules that are the fruit of age-old conquests of human knowledge, we warn you against a blind attachment to the past which would today frustrate the efficacy of your work.”

Although our Holy Father was referring to education and teaching as a wide wish here, his words are no less pertinent to our field. If any part of secondary school teaching has manifested a blind attachment to the past, it is our own section in business training. Had the American entrepreneur moved in such narrow grooves as have our business curriculum makers, America’s economic environment would today be archaic.

Lack of Economic Literacy

Said the National Association of Manufacturers through its Educational Advisory Committee in February, 1954: “American industry must look to education to assure the political and economic literacy of the people which alone will preserve the American free enterprise system and social order.” To what current in the educational

*From an address delivered at the 47th Teachers Institute of the Archdiocese of Boston.

Mary C. O’Toole

School of Education

Boston College

stream will they entrust this task of assuring political and economic literacy to the American people?

To the social studies teacher? Possibly—but there has been small hospitality shown to it there. How many high schools under their social studies department require of their students who study American history a similar amount of time devoted to economics, economic geography, and business law? Yet in 1751 Benjamin Franklin in his plan for the Philadelphia Academy wrote into its curriculum the history of commerce and world trade. There was hardly an elective system there.

In 1914, a Kansas high school offered to its college preparatory course members a class in economic geography and another in economics; a few years later in Idaho, we find the city high schools holding out as electives to their classical course enrollees commercial geography and political economy.

Since 1751 circumstantially, since 1914 irrevocably, America has shifted from a foreign policy of “minding our own business” to a global policy of minding everyone’s; and as the National Association of Manufacturers has warned us, it is our responsibility to help America’s youth to become acquainted with those peoples of foreign lands who will be gathering in the harvest planted in their gardens with the help of our own government.

If the source of such knowledge is not to be cultivated for our high school students by the social studies teachers, then it is incumbent upon us, is it not, to take over this privilege. You know as well as I, that the subjects under discussion have endured much injury through just such irresponsibility toward them that has tossed them from us to the social studies department and back again to us. Under the classifications of social-business, basic-business, business-for-living, life adjustment

they have appeared as a watery supplement to our tonic of shorthand, typing, bookkeeping, office machines with which we have maintained our good health (so we believe) in the local community.

Did it ever occur to you that before there were typewriters, adding machines, speed tests, shorthand awards, the clerical, office work of business America was carried on quite successfully. By no implication am I deriding our vocational subjects—they have their incontestable place in our curriculum plan—but I mean to demonstrate to you that the secretary, however efficient, the typist, however untidy, the bookkeeper, manual or mechanical, is and always will be affected by his economic environment at home and its extension abroad. For that vital reason, we as business educators should start now assuming the function that is ours by right of curriculum or, if need be, by right of default.

Replan the Business Curriculum

The business curriculum needs to be changed; the business curriculum needs replanning; the business curriculum needs the needle—the stimulant of business teachers who can look across a typewriter into a small claims court and beyond bookkeeping even to the Black Sea.

Very like your freshmen fuming over involved percentage problems, you are probably murmuring to yourself, “How can it be done?” The business curriculum will be changed when: *You* recognize the need for a change; *You* advocate the change; *You* desire to adapt yourself to the change.

Returning briefly to Pope Pius XII we hear: “Good teachers are careful to educate rather than merely to instruct.” Have you ever stopped to realize that in presenting the subject matter of vocational business courses you are largely, if not entirely instructing, not educating? What opportunities for discussion, argument, evaluation, original thinking are to be found in shorthand, typing, bookkeeping? Their nature precludes it, and poorly equipped indeed, even for a minor position in the business world, are those pupils who go forth with a certificate in these subjects alone. Vocational business education is per-

sonal curriculum practice in which the prime purpose is the enhancement of the individual in a specialized program.

You and I have discovered, often with exasperation, that the personal enhancement of some of our pupils turns out to be an annoying task for us. Some intellectuals cannot grasp bookkeeping were the pages of the text glued to the skull; other abilities which flounder in French fall flat in shorthand—the language—symbol power is defective.

To all of our students who choose to come or who are guided into our vocational business classes, we cannot guarantee vocational competency or vocational employability—that is the frustrating fact we have to face. They may never become stenographers or sometime junior executives but they will certainly become America's economic citizens.

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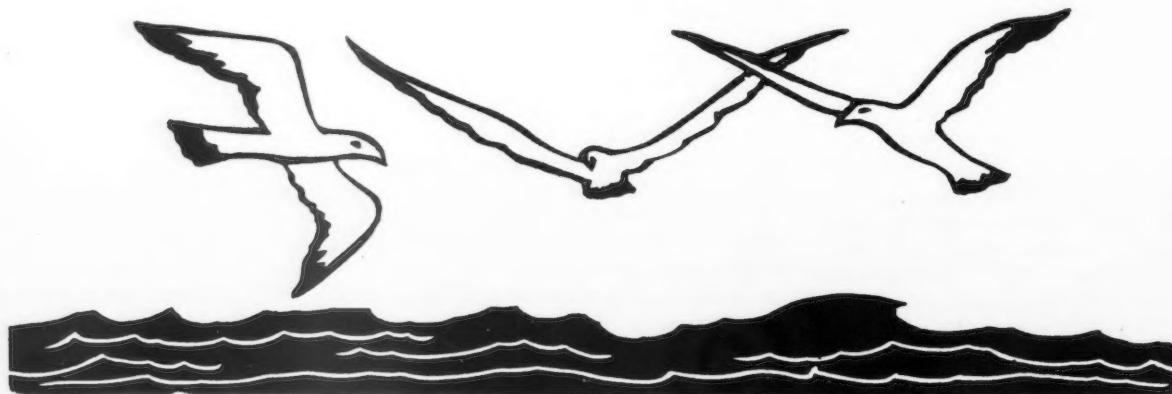
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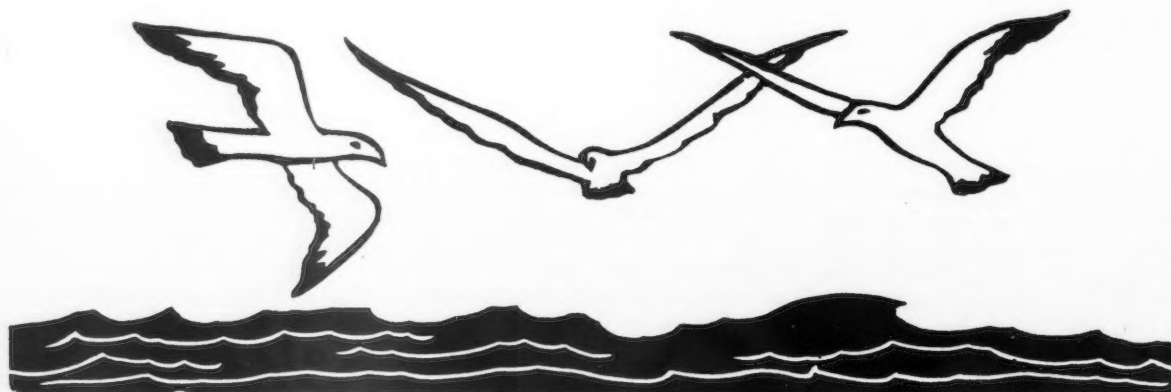
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History of Our Agriculture

A project that is rather extensive and very intriguing to many students is the tracing of the United States agricultural development or its land policy. Father Junipero Serra and the California Missions offer a subject that is both colorful and informative. One class culminated this study with its own original play written in correlation with the English class. Here also, children can learn of the variety of fruits and vegetables introduced into America by the respective nations. A more comprehensive assignment or one for the more energetic students will be to discover the contributions each country can make to a dinner table set for the world. This research often results in a delightful series of essays, colorful illustrations, or informative as well as decorative bulletin board displays.

Farmers As Statesmen

Many of the great leaders of our nation have been farmers or at least interested in farming. The opinions of George Washington, Thomas Jefferson, and others including President Eisenhower, will make an ideal topic for a round-table discussion.

The freedom, independence, and self-reliance of the farmers, particularly those of the early West are responsible for the realization of many rights we today take for granted. A striking example of this is the Granger Movement. Beginning as a recreational organization for the farmers, it gained political power by 1870. Though later, as the Populist Party, it never acquired national importance, its issues remained to become part of later American Democratic policy. Children are surprised to discover the part played by the farmers in securing for the nation the Australian ballot, the graduated income tax, postal savings banks, shorter hours for labor—even though they themselves work long hours, the initiative and referendum, the popular election of senators. Children are fascinated by the possibilities of discussion on history's "Millionaires' Club—Big Business Appointees vs. The People's Choice" or "The LaFollette Story."

Rural Organizations

The work of and for farmers has not stopped. The following topics offer the children a wide choice of subjects for their reports. "Co-operatives" can be further subdivided into the history and development of the co-operative movement, its advantages and the kinds of co-operatives. The "Farm Bureau" has many good and bad points to be discussed. Others will certainly be interested in the "Catholic

Rural Life Conference," the "National Catholic Conference," "Glenmary Missionaries," "Queen's Acres," "St. Ambrose College and Its Work," or the "White House Conference."

Active among today's farmers of New York is the "Kitchen Conference," modeled on the old New England town meetings. Children enjoy holding their own little Kitchen Conferences. They learn, furthermore, as these people of New York are learning, that discussion often settles difficulties that many think only the Federal Government can settle.

Women on the Farm

Many farmer states permitted woman suffrage long before it became a national amendment. They also pioneered in electing women to public offices. Results from trying to ascertain the reasons for the taking of so unusual and daring a step during an age when women were definitely allocated to the home provokes an interesting study. Girls enjoy discussion on woman as the wife of a farmer and woman as the wife of a factory worker. This can result in papers titled, "Homemaker vs. Factory-Worker," or "City Wife—Housekeeper; Country Wife—Homemaker." Others can examine the role of woman in the modern rural apostolate as she works as home builder, social worker, country nurse, or civic leader.

Modern World Problems

In a Current Events class many topics are open for discussion. There are few people who aren't discussing the Soil Bank Program. The pro's and con's for increasing our foreign aid is a popular topic of debate. A panel discussion comparing the foundation, work, and achievements of the Farm and Agriculture Organization of the United Nations and our own country's Point Four Program will be highlighted by the traditional American spirit of generosity.

A complete integration of Christian rural living and history opens an even greater selection of topics for the observant teacher. A complete and comprehensive treatment is impossible here, however, in order to aid in the accomplishing of the projects mentioned, a suggested bibliography is listed at the end of the article.

The farmer's role, according to St. Thomas, is the highest in the rank of labor and second only to teachers and doctors. His role, so very important, is misunderstood and criticized. In partnership with God, he prepares our daily bread, and as steward of the soil, he holds the future of our nation in his hands. Let

us remember the dirt we see on his hands is not the dirt of sin or disgrace, but the sandpaper of greatness.

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Testing in Individualized Education

In a school system composed of a good-sized grade school (large primary classes) and a smaller high school, opportunities for "carrying through" on an individual-differences program are manifold. With a testing program begun in the third grade and continued into senior high school, it is possible to assess not only student progress, but also teaching success. Various weaknesses can be diagnosed accurately, and remedial help given to those who need it. I shall describe the general outlines of this testing program, as it operates in our school, with particular emphasis on the results of the remedial work that stems from it.

Classifying in High School

Our high school freshmen are subjected to a rather formidable barrage of tests: I.Q. (*Otis Quick-Scoring*), the *California Language and Arithmetic Achievement*, the *Iowa Silent Reading*, and the *California Occupational Interest* (intermediate form). On the basis of these tests they are grouped for English and mathematics classes.

In one year, for example, in algebra there were two classes, A and B. By the end of the first quarter, it was found necessary to drop students from A, the better class, to B, and to form, from B, a third class which studied general mathematics. Class B used the same text as A, of course, but absorbed it more slowly. The general mathematics class was reviewed in fundamental arithmetic processes.

In language a review of basic skills was carried on both on freshman and sophomore levels. The freshman group, according to the tests given in the spring, seemed to have made more progress. Of a class of 23, eight attained to their proper grade level, while eight others improved three or four levels, though they did not reach ninth grade level. The others showed real improvement, but were still definitely in need of help.

In the sophomore remedial class of 28, some three or four jumped from seventh and eighth grade levels to college freshman level. Ten others improved two or three levels. Low I.Q. students made some progress, but the class's chief success lay in becoming interested in reading as such. Numerous easy-reading, high-interest books

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are in the library to supply their demand for them.

The texts and workbooks used for these classes were the Scott, Foresman Basic *Reading Skills*, the *Reader's Digest* remedial series, Schachter's *English the Easy Way* (South-Western Publishing Company), the J. B. Lippincott *Reading for Meaning* series, and *Teen-Age Tales*, Books 1 and 2 (D. C. Heath Company).

Rounding out the high school testing program are the tests given to the three other classes. Sophomores take the advanced form of the *California Occupational Interest* test; the *California Mental Maturity*, intermediate form; and additional forms of the *Iowa Silent Reading* test. To the juniors are administered the *Kuder Preference*, the advanced *California Mental Maturity*, and language and arithmetic achievement tests. Seniors are tested by the *Kansas State Achievement* test. Besides being valuable in the scholastic development of the students, these test results are used extensively in the guidance program.

In the Elementary School

In the grade school I.Q. tests are given each year to the third, fifth, and seventh grades. These form the basis of the grade testing program. In the fall it was decided to organize, for the four upper grades, a special class in phonics, or more accurately, reading skills. Its purpose was to offset the reading difficulties that had arisen from overcrowded classrooms. The plan was this: for 20 minutes each day the pupils would change rooms and be in class with pupils more or less on their own reading level. There they would be taught and reviewed in basic skills.

These divisions were made on the basis of various tests administered. Group I consisted of pupils ranging from grade levels 2.2—4.2; Group II, 4.4—6.3; Group III, 6.4—7.9; and in Group IV were all those with reading levels of 8.0—13.6. For this last group the time was spent as a library period. These students

were directed to, and encouraged to read more challenging material. Supplementary books were borrowed from the public library for them.

Groups I, II, and III used the Charles E. Merrill *Phonics Skilltests*, books B, C, and D. These workbooks provide training in word meaning, phonetic analysis, and ear training, word building, and dictionary skills. As the classes went on, there seemed to be a feeling of genuine achievement among the pupils, and proof of this was evident when they were tested again in March. Of the 148 pupils taking the phonetic work, 92 per cent of them had improved, some as much as two, three, or four grade levels.

After the March tests the pupils were re-grouped, and two groups were given reading periods. A fifth group, of the very poorest, were given special instruction, while the other two continued with the *Phonics Skilltests*. Another test administered about the end of May, indicated additional improvement along the same lines. The final result was this: Of 64 pupils with normal I.Q.'s who had reading deficiencies, 60 per cent are now reading on their own level, and another 11 per cent are quite close to being up to par.

Objective Standards

Another phase of the testing program that proved successful was the opportunity, given to both grade and high school parents to see their youngsters' scholastic profiles. In the grades, achievement tests in arithmetic and language were given in April, and these results, along with the reading levels and general indications of I.Q. were presented to the parents.

Guidance to Teachers

Finally, each teacher used the test results to review and drill her particular class in what proved to be its weak points. This year's test results will be kept on file, to be used next year in dividing classes and giving further help to those with remedial problems. It is tentatively planned that next year there will be, in high school, special periods in the basic skills of language, in addition to the regular English classes. The same program will be continued in the grades. Achievement tests will be given in fall and spring.

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A WORTHY HONORARY DEGREE:

LAUREN FORD, L.H.D.

Honorary Degree Editorial No. 1

It was my pleasure and honor during the 1957 commencement at Mt. Mary College, Milwaukee, Wis. (to which I have been recalled annually as president emeritus since retirement) to confer one of the most deserving honorary degrees in a long career in recommending and conferring such degrees. This particular degree illustrates the high tradition of achievement and service that should merit such honors.

Miss Lauren Ford, Christian Artist

The *Milwaukee Journal* introduces a five-column story by Jane Farley about the recipient of the degree with this sentence:

"A gentle, lanky, weathered woman, her hair cut like a Botticelli page boy, left her flocks, her rambling farm, her country kin and neighbors in the little hamlet of Bethlehem, Conn., last week end to receive an honorary degree as a Doctor of Humane Letters at Mount Mary College."

The story continues:

"One of the country's best known liturgical artists, Lauren Ford, has reawakened the Early Renaissance when painters put the 'holy story' and the saints in contemporary settings. And in the last three decades, she has succeeded in making the birth of the Christ Child as a new baby next door, and His works as real as the landscape that rolls and rises beyond her own back fence."

Simplicity, Creativity, Spirituality

It was my good fortune to be at the college for several days at commencement time when Miss Ford was there. The fact that she was selected for such honors was a strange thought to her. As Dante Gabriel Rossetti would have said, the wonder had not yet gone from her eyes. The utter simplicity of the woman's life was matched only by the greatness of her creative achievement. Here was no sophistication or sophistry but an unspoiled, fresh, and frank facing of life. When at her first one-man show of her work, people bought her paintings, her surprise is simply expressed: "It was frightfully exciting. They bought them right off the walls."

The Real Artist

She has expressed her conceptions of her function as an artist thus:

"If Jesus doesn't look like a little boy, like the boy next door, He won't seem like a boy to you and He won't look real. But there is something an artist can do to keep Him from looking just like a good little boy, and Christian artists have always done just this thing. An artist can try to think about Him all the time. If an artist will try to do this, the Little Boy in the picture will look all pure and kindly and His Mother will look like a heavenly soul."

Beneficence of Her Personal Life

The beneficence of her personal life is perhaps what finds expression in her art. This personal life is suffused with a genuine human spirit. This is so in the children she adopted, and the children's children are a joy to her on her farm in their later years. The two French nuns of the French Benedictine

Order of the Strict Observance she houses in the silo on her farm in two "cells" — the story is told in the movie "Come to the Stable," and a great religious work is started in its service to God in the happily named city of Bethlehem, Connecticut.

Taking only one further example: Miss Ford makes Christmas cards, and she does everything in their production. To a tempting, generous offer of a large concern who wanted to produce the cards on a mass-production basis, the answer was characteristic. Although the contract "would have meant more cows for the children, help for the nuns, and all kinds of things we need," she refused because, as she said: "I like to work with the people I work with. I don't want my work to get beyond me."

A Worthy Honorary Degree

This was a worthy honorary degree, and I found extreme pleasure in conferring it because as I said, "of the simplicity of your life, of the greatness of your artistic achievements, and of the beneficence of your human and spiritual service to your neighbor." — E.A.F.

WHAT THE CLASS OF '57 THINKS*

The article which appears on page 203 of this issue, entitled "The New Earthly Paradise," finds special confirmation in the opinion of the various editors of college student papers in the leading colleges and universities of the country. These editors report that the students of 1957 are no longer the rebels of the 1930's, and that they face the future with neither wide-eyed innocence nor reforming zeal. The graduate asks himself the annually recurrent questions: "Should I try to develop myself to the fullest or play safe? Should I enter the rat race for material success?"

Security, Routine, and Conformity

Apparently he will play safe. A Princeton editor sums it up:

"The biggest problem today is conservatism which is not political. It is the abandoning of the age-old American dream of individualism and self-reliance for the cozy and comfortable niche, where everyone is satisfied and comparatively wealthy. Chances are taken by corporations—who can afford a loss—and not by individuals."

*This editorial is based on an article with the same title by Jack Stewart, in the youth survey series in *This Week Magazine*, June 16, 1957, pp. 34-37.

Here the conception of the "organization man" has permeated the college, and the college graduate is conditioned for his role in organization with its security, its routine, and its conformity.

Needed — A Morale Pill

These young articulate editors want means to dispel the twin dangers of complacency and conformity, and the inevitable apathy. From different sections of the country comes the same story: "High taxes and the fear of being branded 'pink' or radical have created a student apathy which has stifled the development of new ideas in the social sciences." What are needed, said two of the editors are: (1) "A morale pill which will produce daring and imagination"; and (2) "Some device to shake student apathy about almost everything." Obviously it is not true that "to be young is very heaven."

Maintaining Integrity

The author's summary puts the picture well:

"The class of '57 sees a pretty good life ahead. They feel they will make enough money to provide their families with comfortable homes and some luxuries. But they worry about the decreasing role of the individual in today's society and the problem of maintaining their integrity against modern conformist pressures. They fear there will be little opportunity to go off on a tangent, to be different, to develop creative skills.

"One young editor struck out at this article even before it was written. He said: 'I find most offensive the sort of sameness and conformity which I imagine your survey will bring out. People are too much alike and like it too much.' — E.A.F.

FINANCIAL ACCOUNTING OF PAROCHIAL SCHOOLS

The United States Office of Education has just published the second in its series of handbooks in its State Educational Records and Reports series. It is entitled *Financial Accounting for Local and State School Systems*. The first handbook — an extremely valuable contribution to educational terminology — was *The Common Core of State Educational Information*.

These handbooks should be extremely valuable in the areas where Catholic education is not strong or is underdeveloped. Every diocesan superintendent

of schools and every principal of schools should understand the accounting system, know the financial and educational terms, and follow the minimum requirements proposed.

Obviously it would be a great advantage to the Bishop to understand the system and the terminology, for his is the primary responsibility. It is obvious, too, that fiscal officers and outside auditors should understand the system, professionally.

Besides keeping one's house in order, by maintaining the system of financial accounting one contributes to a comprehensive presentation of the facts of American education, which is both public and private. If private or parochial schools keep their own separate system of accounting, the presentation of the American educational system as a whole becomes impossible.

Finally, a common system of accounting makes co-operative or required reports more easily prepared. — E.A.F.

"EDUCATION OFF-THE-CUFF"

Groups of young people passing through the government buildings in Washington, D. C., were permitted to testify "off-the-cuff" before a subcommittee of the House Committee on Education and Labor.

TEEN-AGERS' OPINION

Parents, welfare provisions, and the child labor laws were criticized. These are the opinions expressed in the off-hand testimony of the teen-agers to the Congressional Committee: After taking care of young children with "made-up" occupations, teen-agers were required to take care of themselves, presumably without guidance. Parents who were too lenient were just as difficult as parents who were strict. More recreational facilities were required for teen-agers. One student thought it would be well for teen-agers to use their surplus energy in a part-time job — but, it was added, because of the rigidity of laws, it was "mighty hard for a teen-ager to get a job."

A GOVERNMENT OFFICIAL'S OPINION

More significant than these ideas or rationalizations running through the heads of these teen-agers was the testimony, at the same time, of Mrs. Elizabeth Ross, acting head of the U. S. Children's Bureau. Her comment was:

"Those youngsters are making just the points we turned up after years of study. The only difference is they're saying it better than we do."

This is a significant comment in view of the size of government, its amazing expansion of research activity, its pretensions to wisdom and what is best for the "peepul."

THE EDUCATIONAL PSYCHOLOGISTS'

RESEARCH

Another factor in the present situation of drift and confusion was revealed in a sentence in the summary of educational psychology for the past year in the *Annual Review of Psychology* (1957): "Reasons for many of the deficiencies of educational research are found in the immediate needs of application and the inability to infer them while developing a proper theoretical framework." The inevitable result in school practice becomes patchwork and new problems.

PUBLIC OPINION

Still another factor in the confusion in the educational situation is the opinion poll, which often is a poll of ignorance or sentimentality or both. Take a simple question as: Should the Federal Government provide federal aid to meet the shortage of schoolrooms? You can go along the street and ask anyone for the answer and, in the overwhelming number of cases, you will get it. But we would be amazed if we followed up the answer with some questions regarding the basic information needed to make a proper judgment:

Is the schoolroom shortage a nationwide problem, a state problem, or a local problem?

What are the facts in your school district, city or county, and in your state?

Is your city or your state capable of financing its needed school construction? Why?

Is your local situation due to neglect, oversight, or some unforeseeable condition?

Do you favor federal aid generally, or only in emergency? What is an emergency in the provision of school facilities? — E. A. F.

Lay Catechists' Centers Established

The diocese of Toledo has organized several centers for the training of lay catechists. Rt. Rev. Msgr. Nobert M. Shumaker, diocesan superintendent of schools, will arrange for the training centers where preparation will be given both in subject matter and techniques.

Definitions and Educational Terminology

FROEBELIANISM

Friedrich Froebel (1782-1853) is significant in educational history for his general educational theory (continuing and developing the Pestalozzian and Rousseauian ideas, and subsequently influencing Americans like Colonel Parker and Dewey); and also in the field of educational practice for the initiating of the kindergarten and for his influence on the manual training movement, as distinct from industrial training, in which moral values were more important than skill.

Some of the basic characteristics of the Froebelian educational thinking are:

Religious Basis

1. The basis in his thinking is religious—usually characterized as pantheistic and mystic. Froebel frequently quotes the "teaching of Jesus," though he never refers to Him as the "Christ." The opening passage of his *Education of Man* emphasizes his religious point of view:

In all things there lives and reigns an eternal law. . . . This all-controlling law is necessarily based on an all-pervading, energetic, living, self-conscious, and hence eternal unity. . . . This unity is God. All things have come from the Divine Unity, from God. . . . In all things there lives and reigns the Divine Unity, God. . . . *The divine influence that lives in each thing is the essence of each thing* (p. 1).

The full development and revelation of this essence is the function of education.

Self-Activity and Play

2. The educational end is achieved by creativity, by doing, by giving body to spirit and form to thought—by self-activity. From his religious basis he says:

God creates and works productively in uninterrupted continuity. . . . God created man in His own image, therefore man should create and bring forth like God (p. 30). And, more practically, he says:

To learn a thing in life and through doing is much more developing, cultivating, and strengthening than to learn it merely through the communication of ideas (p. 279).

Play is a major expression in childhood of this idea. It finds artistic expression in singing, drawing, painting, and modeling.

Symbolism

3. One of the major characteristics of Froebel's educational thinking was the extraordinary emphasis on symbolism. It was not an adequate interpretation of the great importance of symbols in education, but of a mystical, abstract symbolism beyond the experience or thought of the child. The source of this symbolism is Froebel's mysticism, though Dewey says it may be due to (1) the inadequate knowledge of the physiological and psychological principles of child growth at the time, and (2) the authoritarian character of the political and social life, so different from the spirit of the kindergarten. Dewey's

Edward A. Fitzpatrick

analysis of the school situation has been generally accepted as thus expressed:

Practically all the child gets out of it is its own physical and sensational meaning, plus, very often, a glib facility in phrases and attitudes that he learns are expected of him by the teacher—without, however, any mental counterpart. We often teach insincerity, and instill sentimentalism and foster sensationalism when we think we are teaching truths by means of symbols.

Familial Education

4. On the very first page of the *Education of Man* Froebel says that the indispensable prerequisite of a perfect human education is the union of school and life, of domestic and scholastic life. But more precisely he states his principle:

What the natural mother does incidentally, intermittently, and disconnectedly we must learn to do with conscious intent and in logical sequence. We must recognize the reason implicit in (maternal) instinct, learn its method, and, without losing its naiveté, develop into a systematic procedure its incidental suggestions.

"Come, Let Us Live With Our Children"

5. Froebel emphasized practically in the kindergarten the social co-operation of the children and noted that co-operation was a characteristic of their play activities. He thought this lifelong need of men should be emphasized beginning in infancy. This

is the aspect of Froebel's teaching that especially influenced Dewey. Dewey says in summarizing Froebel's educational principles:

The primary business of school is to train children in co-operative and mutually helpful living; to foster in them the consciousness of mutual dependence; and to help them practically in making the adjustment that will carry this spirit into overt acts.

The Motive Power in Child's Impulses

6. Dewey formulates another of what he summarizes as the Froebelian educational principles which influenced him in his school in Chicago as follows:

That the primary root of all educative activity is in the instinctive, impulsive, attitudes and activities of the child, and not in the presentation and application of external material, whether through the ideas of others or through the senses; and that, accordingly, numberless spontaneous activities of children (plays, games, mimic efforts, even the apparently meaningless motions of infants)—exhibitions previously ignored as trivial, futile, or even condemned as positively evil—are capable of educational use; nay, are the foundation stones of educational method.

Noninterfering Education

7. And perhaps one of the most characteristic principles of Froebel is thus formulated in the early pages of the *Education of Man*:

Education should necessarily be passive following (only guarding and protecting) not prescriptive, categorical, and interfering (p. 7).

The Principle of Human Development

8. The principle of human development is thus stated by Froebel:

The vigorous and complete development and cultivation of each successive stage depends on the vigorous, complete, and characteristic development of each and all preceding stages of life. . . . The child, the boy, man, indeed should know no other endeavor but to be at every stage of development wholly what this age calls for.



The children at St. Patrick's School, Corpus Christi, Texas, learn to participate in the Church's liturgy. The picture shows the Plain Chant Choir. The school is conducted by the Sisters of the Incarnate Word and Blessed Sacrament.

Methods of Teaching Slower Students

"That kid is dumb!" "The poor guy doesn't know enough to come in out of the rain." "Teach that moron? What does the boss think I am?" Over and over again all of us have heard, or even made, statements like these, simply because we have a class of nonacademic or general students—boys who are a bit on the "slow" side yet not really mentally retarded. How often we are tempted to let them sit until they "get on the ball." I wonder how many of us have ever stopped to consider that each boy is somebody's son, a potential parent, tomorrow's voter, a creature of God. These boys are not hopeless; they are a challenge—a challenge that must be met if this country is to continue as a leading nation.

For these students, I propose that we teach and develop our entire course around life situations. Omit the heavy, uninteresting, and melancholy works and favor those packed with adventure, history, or real life. Sell the course by your own enthusiasm. Make the boys want it!

Let us examine some techniques. To find out just how "slow" a class is, I may start in September with a discussion. For example, "All hot-rod drivers should have their license revoked for one year." Sparks fly, hands are raised, boys moan—if looks could kill, I'd be dead. Someone offers an objection and in no time at all practically everyone in the class has added his two cents' worth. Maybe the subject will be exhausted in ten minutes. Who cares? The class is happy; they have voiced an opinion and feel a sense of satisfaction in talking about something they like. Similar reactions accompany remarks such as: "Parents should supervise all teen-age recreation," or "This year's football team won't compare with last year's." The results are usually very good.

Sales Talks

Such discussions are the beginning of a course in speech. How most boys hate formal lessons in speech, at first! I find a sales talk effective for all beginners. All students were assigned a sales talk to be given in two weeks. Each one had to try to "sell" his product to the rest of us, and was invited to bring samples of his merchandise for display or demonstration. One

Brother John J. Keegan, S.M.

Catholic High School
Hamilton, Ohio

day we had cigarettes, candy, auto parts, and sporting goods. If foodstuff was brought, we usually had an informal "party" after the talk. Truthfully, I was surprised at the results and the pleasure obtained by both the students and myself. Each week thereafter each student gave a talk of three or four minutes in length. By January most of the boys had made marked progress and even felt slighted if not called upon to peddle their wares. Other subjects used were: hobbies, experiences, jobs, current events, etc.

To keep the class on their toes, a rating system was introduced. Poise, self-confidence, correct usage, delivery, and degree in which the subject was interesting were items on the rating card. In time, valuable constructive criticisms were made which definitely helped all of us.

Written Composition

How about compositions? Who among us doesn't hate to think of it? Form, sentence structure, variety, punctuation. To cope with the problem, I used the following method. One day I picked up a pencil and asked the class orally to tell me all they could about it. They really can observe! I listed all their observations on the board and then with the class grouped the ideas until we finally had written a paragraph. It's fun. Other subjects used this way were: the building across the street, maps, freshmen coming from lunch, etc. After a week or so the students themselves were writing 25-word compositions.

Especially interesting and distinctly different are the covers on *The Saturday Evening Post*. Bring a cover to class and then, with the class, write a description of the scene. Even the poorest student enjoys making a verbal contribution. To learn how to use descriptive words skillfully, have each boy bring advertisements from the local newspapers. This method has all sorts of possibilities.

Another interesting method is to have a space skipped after each written line in a theme. Gather the papers, assign a number to each, cut the name off the paper, and then return them. Have the students then attempt to correct the paper, putting their corrections in the skipped lines. When the papers are finally returned to their owners, oftentimes objections are raised and I use these objections as good take-off points for grammar rules. Grammar in this way is painless, since the students see a real need for it.

Approach to Grammar

Now for some grammar. The awful truth about grammar is simply this: In many cases we must start from scratch and build all over again. None of us likes the idea of plugging the same stuff year after year with no apparent lasting results. A plan I used with a certain amount of success is this: Write the following sentence on the board. "Joe and I quickly milked the black cow in the barn." Now take each word and show its relation to every other word in the sentence. Notice, the sentence contains seven of the eight parts of speech. If the same method is used daily, the results are not too slow in coming. For example, in the above sentence, we established that the subject is, "Joe and I." Now, repeat the subject and ask the question "what?" Now you have the predicate. Repeat the subject and predicate and ask again "what?" and the result is finding the direct object. From here the rest of the words are taken one by one and the whole thing as a unit begins to make sense even to the slowest student.

Similar ideas can be developed for teaching sentence structure. For correct usage we used a workbook. Almost unanimously the boys groaned when work was assigned therein. To combat that feeling, oftentimes we studied together a given section, then worked out the exercises and exchanged books for correction. Sometimes, too, we would run a grammar bee much like a spelling bee. Usually when grammar became a real must, we changed off every fifteen minutes so that it didn't become too boring. As such, I never assigned a grammar exercise for homework.

What About Literature

Literature is as subjective as life and as capable of distortion and misunderstanding. In working with "slow" students teaching literature can become a real problem. To make the most of it, this year I planned the work in a way that enabled us to read in class a sample of each type of literature just for enjoyment. After each selection we discussed the material and found what was liked and disliked about it. After a sample of each type—novel, short story, essay, poetry, drama—had been read, we started over again. This time we studied and repeated the sample we previously had, and then I dictated notes on the essentials and elements of the type. Notes on famous authors and a bit of interesting background were given. With this new equipment and an entirely different view of the material, we read other samples. In this way, the boys got a thrill out of what they did and enjoyed a deep satisfaction in being able to pick out the various essentials. Oftentimes a story suggested a television presentation or a movie one or more boys had seen and a discussion of it followed. In this way the class was usually enthusiastic. For poetry I attempted a bit of choral work and the boys took to it well. Sometimes I brought recordings of famous poems to class and we listened to them and then tried to imitate the reader. The boys really went for Kipling's "Boots."

Grading the Student

A universal problem among teachers seems to be the practically impossible task of measuring student participation during a given six-week period. This year I used a checking system to "lick" the problem. On an 8½ by 11 paper the names of all students were listed and a series of squares was drawn after each name. If a student asked me a question, a question mark was placed in the blank square after his name. If he answered a question I asked him, a "C" was written in the square if the answer was correct. If the answer was incorrect, then an "X" was put in the first blank square after his name. Each day I gave this sheet to one of several responsible boys and collected it immediately after the period. In the minute or two between classes a rapid glance at the sheet indicated the boys whom I should call upon that day and the results were good. Then, too, the students perked up when they realized that they were actually given credit for participating.

In working with "slow" classes I used a form of testing which proved very satisfactory. I gave a short quiz, sometimes

hctographed, sometimes dictated or put on the board, at the beginning of every class. This method has several advantages: each boy is ready for work, because before class he arranges a quarter sheet of paper, a pencil, etc., and the usual daydreaming and squirming is thus eliminated. Another advantage: written homework generally is a real problem. When can it possibly be graded? And we are never sure that it was not copied at the local snack bar. The daily quiz almost entirely cancels the need for written homework. The quiz covers the material taken the previous day and any work that was assigned for study at home. I find students study more readily if they have to write the results of study the following day in class.

The daily quiz serves as an excellent guide for me. I use it to determine how well I'm putting the material over. From the results I decide what needs extra stress

and review. The students correct the quizzes and this offers another review.

Be Kind

Methods and techniques are but means to an end and not an end in themselves. Oftentimes we try to measure our success in terms of percentile. This we cannot do. Our success depends not on what we do *for* a boy; it depends not on what we do *to* him. If a boy, any boy, is not spiritually and mentally better because we taught him, then, in that particular case, we are a failure.

The methods discussed here are my own. Each teacher has his own personality and his own method of teaching. There are, however, three rules Bishop Sheen gave when asked for methods of making converts. These might well be transferred to our teaching. First, kindness; second, kindness; and third, kindness.

A Latin Style Show

**Sister M. Bonaventure,
O.S.B.**

Mt. St. Scholastica College
Atchison, Kans.

Correlation — integration — co-operation! Fine watchwords for all, teachers included. Let's put them to work, and ourselves too. Now there is that matter of a program for the PTA, or perhaps open house night. Why not let the parents see the school in action, and since in the short time they can scarcely view the work of all the departments, just let the departments combine forces to the advantage of all concerned.

Agnes et Fabiola provide opportunities for correlation of the work of the departments of Latin, history, home economics, and dramatics, and perhaps the manual arts class might be pressed into service for lighting effects. Not so bad at all — instead of the proverbial "two birds with one stone," we have four, or perhaps five.

The Latin class will furnish the actors, history and home-economics classes will do research for costumes, cosmetics, jewelry, and customs of the period; the dramatics class will prepare for the actual

presentation of the play, and the boys of the manual arts class will take care of lighting and other stage needs. And what will we have? Not only a little play of the days of the Catacombs, but also — you may have guessed it — a Latin Style Show.

AGNES ET FABIOLA*

CHARACTERS: Fabiola, a rich Roman lady; Agnes, her cousin; Petronia, a friend of Agnes; Celesta; Syra; Graia; Tituria, and Euphrosina, maids of Fabiola.

SCENE: The private room of Fabiola, where her maids are adorning her, preparing her for a banquet.

TITURIA [*who has been arranging Fabiola's hair, and who now rises and stands back to survey her handiwork*]: Quam pulchra es! Et oculi tui! Certa sum nemo tam pulchra est. Utinam in coenā sim, ut videam triumpham tuam.

GRAIA [*holding the mirror for Fabiola*]: Illa toga sola tibi facta est.

FABIOLA [*to Syra, who has not given any compliments*]: Cur sileas, Syra? Nul-lam laudem habes?

SYRA [*rising from her knees, where she has been holding the tray of jewelry from which selections have been made*]: Serva

*Adapted from pages 23-35 of *Fabiola*, by Nicholas Cardinal Wiseman. Published by Joseph F. Wagner, Inc.

sum, domina, erga laus mea inutilis est.

FABIOLA [*fingering jeweled stiletto*]: Serva mea es, ergo licet mihi servitium linguae tuae et manuum tuarum postulare.

SYRA [*kneeling again*]: Vere tua sum, domina mea, et totum corpus meum tuum est.

FABIOLA [*puzzled*]: Quid aliud sit?

SYRA [*earnestly*]: Animam etiam habeo, quae in aeternam vivat.

FABIOLA [*angrily*]: Ubinam gentium sumus, cum servae de philosophia loquantur. [*She draws the stiletto, and wounds Syra's arm. Then she touches the bell, calling Euphrosina*]

EUPHROSINA [*enters from left*]: Vocasne me?

FABIOLA: Ita. Cura Syram, et vulnus eius velamine splendido aperi.

EUPHROSINA [*going to Syra*]: Libenter, Domina.

FABIOLA [*taking a ring from the tray which Graia is now holding and handing it to Syra*]: Syra, accipe hanc annulum pretiosam.

SYRA [*kneeling*]: Gratias, domina.

[*As Syra and Euphrosina leave, Agnes and Petronia, who had come to the door*

as Fabiola stabbed Syra, now enter.]

CELESTA [*leading Agnes and Petronia*]: Domina, Agnes et Petronia veniunt, ut te visitent.

FABIOLA [*rising to greet them*]: Gaudior ut vos videam. Celeste et Tituria, Ferte sedes.

CELESTE: Statim, Domina. [*Celesta and Tituria place seats for the visitors.*]

AGNES [*introducing Petronia*]: Fabiola, Petronia mecum venit, ut te visitet.

FABIOLA [*turning to Petronia*]: Maxime accepta es! Te saluto, Petronia.

PETRONIA [*bowing to Fabiola*]: Et te saluto! Multa de tua pulchritudine et sapientia et prudentia audi.

FABIOLA [*pleased*]: Me adularis, Petronia.

AGNES [*turning to Petronia*]: Sed, Petronia, Fabiola vere est benigna et sapiens. Mihi carissima est.

FABIOLA [*turning to Agnes and pressing her hand*]: Et tu, Agnes, carissima mihi es — [*a bell is heard from distance. Fabiola rises hurriedly*] sed nunc est hora coenae. Eamus! Pater et hospites eius nos expectant. [*All leave.*]

[*Curtain*]

where religion leavens the everyday activities and makes them rich for time and eternity.

We expect students to know what is essential regarding nutrition, the planning and serving of appetizing foods, the arranging of a home with proper regard for the beautiful. We set as goals regard for cleanliness of person, home, and surroundings, right values concerning the price and good taste of clothing, and a sense of usefulness and simple beauty as criterion for home furnishings.

We tell ourselves in September that our pupils will reach an appreciation of simplicity and harmony in line and color so that they can plan a restful home, a place which will delight one and to which he may invite his friends. In marriage and family living classes, too, we expect our students to acquire knowledge of the value of human life, respect for the sacredness of matrimony, determination to do nothing to violate that sacredness or thwart an individual's right to birth and to loving care after birth.

Finally, we do expect girls who take homemaking courses from us actually to learn how to do plain things beautifully — how to bake bread and pies and doughnuts, since God Himself founded the supernatural upon the natural. We expect them to know how to make tea towels and aprons, dresses and buttonholes, and how to handle modern equipment without overworking the electrician. We endeavor to help them to work with what they have rather than to desire every gadget on the market but at the same time to know the labor-saving devices modern technology provides. We want to enrich them in mind and spirit, too, so that while the machine is doing some of the physical work Grandmother used to do with her hands, the heart is also doing the spiritual enriching Grandmother did under greater difficulties than ours.

Editor's Note. The author, Sister M. Rosalia Wensted, S.S.N.D., a teacher of home economics at Messmer High School, Milwaukee, Wis., prepared this brief article while doing graduate work at St. Louis University in the summer of 1956. We did not succeed in getting the article into our crowded schedule during the past school year; and now we must inform our readers that Sister Rosalia died, on June 18, 1957, after a brief illness. Another article by Sister Rosalia, on the objectives of a course in home economics, appeared in the *Catholic School Journal* for December, 1956.

Learning Values in Home Economics

To value means to appraise or arrive at worth. That worth may be great for me subjectively yet very slight or nonexistent to another. But there are certain values which no viewpoint can change. Whatever makes us better persons is good, and in the field of education it is those things which must inhere in a subject if the course is to remain in anyone's curriculum.

Home economics has had a somewhat precarious position in the curricula of secondary schools. When football banquets or operetta practices come around, there is something extremely comfortable in the contemplation of young people who can serve food and sew seams. But for the rest of the year the course has frequently been tolerated with patience screwed barely to the sticking point. Actually it is the enduring values of the course, not the occasional services, which ought to decide whether it belongs in the curriculum at all or whether the local PTA should be summoned in the emergencies just mentioned.

Sister M. Rosalia, S.S.N.D.

Spiritual and Intellectual Values

For any sincere teacher justification of any course is actually quite a simple process: if it benefits students spiritually, socially, physically, it is worthy of place. Spiritually obviously refers to intellect and will. What do we expect of home-economics classes in those departments?

We expect pupils leaving our courses to know things they didn't know before — scientific and humane. We expect them to have a deeper appreciation of the family, of its individual members, of the affection that knits the group and makes the home a second Nazareth where father is king, mother is queen, and children grow in virtue and wisdom with respect for authority and energy to accept responsibilities and to work with self-denial. We expect pupils to learn that the home is a place

We Need Good Teachers

"Buttons are to keep us warm," writes Ruth Krauss in her illustrated book for children, *A Hole Is to Dig* (Harpers, 1952). The statement has a point. The home-economics class teaches values that are lofty, attached to daily life by skills which are as comfortable as Mother's wel-

coming smile and plate of cookies at the end of a day. A course which tries thus to enrich the life both of the spirit and of mankind's daily humbler needs deserves, it would seem, to hold its place in the curriculum if there were never a football banquet or an operetta. All it needs is a good teacher.

Madame Martin

An Aid to Teach the Sacrament of Extreme Unction

Part I: Madame Martin

RUTH: Madame Martin, mother of St. Theresa of the Child Jesus, was born in France on December 23, 1831. Her mother, Mrs. Guerin, called her Zelig. She was baptized the day after her birth.

MARY: As a child, Zelig was very delicate. Because of this she had much to suffer from her mother who did not understand her. Mary Louise, her elder sister, recognized this and did much to comfort her. Then at the age of ten God sent her a little baby brother. At his baptism he received the name of Isidore.

LAURA: In 1843, Zelig and Marie Louise were sent to a school taught by nuns. Here they received a sound education and an unusual spirit of faith. Soon Marie Louise would consecrate her life to God. Zelig, too, wanted to enter the cloister but God had other plans for her as we'll soon read.

ROSE: After Marie Louise entered the religious life, Zelig was very sad and lonely. She did not want to live at home without her but where could she go? Then suddenly the prospect of marriage was opened to her and, on July 13, 1858, she became the bride of Louis Martin.

MAUD: About a year after her marriage, Zelig prayed for children. God answered her prayer and sent her nine precious souls to care and train for His vineyard. Four of these were soon claimed by the divine Master where they waited in heaven for their Mother.

ELSIE: What joy! What happiness must have been hers when she saw from her eternal home, her daughters enter the cloister. But what greater bliss than to witness from above her darling little Theresa, canonized and crowned as the *Patroness of the Missions of the Entire World!*

IRENE: Oh, little ones, tell your mothers that they should study the life of the

Sister M. Concepta, R.S.M.

College Misericordia
Dallas, Pa.

mother of St. Theresa. Tell them that they should pray to her in their difficulties and if they do, I'm sure she'll help them enjoy that land which no earthly eye hath seen; nor earthly ear hath heard the beauty and music of an *Eternal Home*.

Part II: Living Jewels

READER: We now find Mother Martin the proud mother of four little girls and a baby boy. Today is a busy one so she entrusts her youngest darling, Joseph Louis, to the care of his elder sisters, Marie, Pauline, Leonie, and Helene.

MOTHER [*puts Joseph Louis to sleep in his cradle*]: Marie, I wish you would rock Joseph Louis so that he stays asleep. The others may sing his cradle song. I am going to town and if people should be looking for me tell them to wait, for I do not expect to be gone very long.

MARIE: Yes, Mother we shall all take care of our darling little brother. [*Mother leaves as Marie gently rocks the cradle to the tune of his Cradle Song.*]¹ See, little sisters, he is still fast asleep.

LEONIE: How he smiles and what large dimples! He must be dreaming of the angels.

HELENE: Let me see him too, Leonie.

MARIE: Be careful, Helene, you might waken him, and if you do, mother won't have time to tell us a good-night story.

LEONIE: Good-night stories . . . I'm tired

of hearing the same ones over and over again. I wish mother would tell us some real ones, you know stories that are true.

PAULINE: Why don't you ask her; she knows lots of them. She heard Grandpa relate them when she was a little girl.

LEONIE: Are you sure that they are true stories?

MARIE: Oh, yes, Leonie, they are. You'll enjoy the one about Grandpa's uncle who was a priest.

LEONIE: A really, truly, priest like Father Hurel?

MARIE: Yes, only he had to hide away from the enemies of God.

PAULINE: Sisters, here comes Mother now. [*All rush to greet her.*]

MOTHER [*enters and draws net over her sleeping baby while the others arrange her chair.*]

MARIE: Mother dear, will you please tell us a real true story before Joseph Louis wakes.

PAULINE: Yes, Mother, you know the kind you used to tell us about Grandpa's uncle who was a priest.

MOTHER: All right, my little ones. But first of all I must put on my thinking cap.

Part III: Bedtime Stories

READER: Mother Martin is now ready to tell a real true story to her children, Marie, Pauline, Leonie, and Helene.

MOTHER: So this time you want a real true story.

LEONIE: Yes, Mother, the kind Grandpa told you when you were a little girl.

PAULINE: Yes, Mother, and don't forget the one about Grandpa's uncle who was a priest.

MARIE: Mother, before you begin, please tell us about yourself when you were a little girl.

HELENE: Yes, Mother, when you were little like me.

MOTHER: Well, my dears, there is not much to tell about myself except that I was often very lonely. You see I had no dolls nor toys such as you have. In fact I had no playmates. But I did have a sister who shared all my secrets.

LEONIE: You mean Aunt Louise. Mother?

MOTHER: Yes, Leonie, she was my only sister. How sad I felt when she entered the convent. I wanted to go with her but God had other plans for me. You see three months later I met and married your dear father.

LEONIE: And such a dear father he is. Mother, what about Uncle Isidore?

MOTHER: Your Uncle Isidore, Leonie, was born when I was about ten years old. And if he weren't the spoiled darling of

¹"Cradle Song," Book III, *American Singer*, American Book Company, N. Y.

the family! He was the youngest yet he ruled the hearts of all. Nothing was too good for him. As for your grandfather . . . he was born when France was at war.

LEONIE: At war, Mother!

MOTHER: Yes, Leonie, and the sad part of it all was that Catholic churches were either locked or barred.

LEONIE: But what did the people do about Mass on Sunday?

MOTHER: By meeting in secret, my child. Some good people hid their priests. In fact the Uncle of your grandfather was one of them.

MARIE: Grandfather's Uncle! Was he ever caught, Mother?

MOTHER: No, my daughter, but he did have many a narrow escape. On one occasion while carrying the Viaticum to a sick person, he was met by three rascals. He placed the Blessed Sacrament on a pile of stones and said softly, "My God, You take care of Yourself alone. I'm going to settle these fellows." Then he knocked them down one after the other, picked up His Divine Burden, and proceeded his way.

MARIE: Wasn't he brave, Mother, and to think he was my own grand uncle.

MOTHER: Yes, he was. Would that I had a son like him. If only Joseph Louis would grow up like him. [*Baby cries*] See he answers. I wonder, little ones, is the answer *Yes* or will it be *No*? But, only You, dear God, know the answer, only You know his future.

Part IV: Eternal Birth

READER: Years passed by and the Martin family increased; four of them were claimed by God. Then a sad thing happened. Mother Martin became very ill and the doctor told her that she could not live very long. Shortly before her death their father told his children that God might soon claim their fond mother. In a few days the priest was called and Mr. Martin met him at the door with a lighted candle.

MARIE: Papa, shall I put this cover on the table?

FATHER: Yes, Marie.

PAULINE: Leonie, look in the lower drawer and see if the new blessed candles are there.

LEONIE: Yes, Pauline, they are. Shall I give them to you, Papa?

PAULINE: If you please, Leonie, then bring me some cotton, a glass of water, and a spoon.

LEONIE: Papa, may I put the candles in the holders beside the crucifix?

FATHER: If you wish, my child. Then run to the kitchen for a lemon, some salt, and a small box of matches.

LEONIE: Yes, Father.

THERESA: And what am I to do, Papa?

FATHER: Go over to your mother and give her a kiss. Then tell her we all love her.

THERESA: Mamma, Mamma, must God really take you?

MOTHER: My little one, it will only be for a time. You know that you have little brothers and sisters in heaven who are waiting for me. Do not think of my leaving you but look toward the heavens for there I hope to be waiting for you.

THERESA: Will it be long, Mamma?

MOTHER: Hard to tell, Baby, what God has in His mind. Hush, I hear the tinkle of a bell. Come, my daughters, kneel with Theresa and pray that my journey will be a safe one.

PAULINE [*prays*]: O my God, take my mother at that moment when You find her nearest and dearest. I do not complain because she is suffering. All that I ask is that You give her the grace to bear it. Amen.

READER: The priest enters bearing the Sacred Host as Mr. Martin puts the lighted candle in the empty candlestick.

Part V: Christian Consolation

READER: Father Monsort, the parish priest, asks the family to leave the sick room while he hears Mrs. Martin's last confession. After her confession has been made he sends for the family to witness the last rites. Later Pauline explains to her sisters the meaning of the Sacrament of Extreme Unction.

CELINE: Pauline, do you think Mother will recover now that she received the Sacrament of Extreme Unction?

PAULINE: Hard to tell, Little Sister, it may be quite possible that she would

for she seemed so peaceful after the priest left.

MARIE: Doesn't it often happen that people get better after being anointed?

PAULINE: It sometimes does, Marie, for the prayers the priest says before the anointing are sometimes granted by God, and the patient recovers.

THERESA: Then maybe our Mother will get better.

PAULINE: If God so wills it, she will, Little Queen, for the sacrament of extreme unction gives not only strength to the soul but sometimes it gives strength to the body.

CELINE: Could Mother receive after she took food this morning?

PAULINE: Yes, Celine, she could. The priest knew she had broken her fast for Father told him. When Holy Communion is given at such a time we call it *Viaticum*. The word means our companion.

MARIE: How beautiful for God to be her companion while on her journey to heaven.

FATHER [*enters*]: Your Mother seems improved. I think you should retire. Your Uncle Isidore will watch and pray at her bedside tonight. Come, little Queen, and give me your good-night kiss. [*Children retire.*]

READER: That night Mrs. Martin breathed her last. Pauline hastened to tell Celine and Theresa but their peaceful slumber caused her to wait until morning. Thus was Pauline's prayer answered. He took her at that time in life when He could journey with her to His eternal Home. What great consolation does God give to those Christians who, through faith receive such a great sacrament on their homeward journey, *The Sacrament of Extreme Unction*.



"GOVERNMENT IS YOUR BUSINESS" was the topic of a pre-election study of candidates by the Civics Club of Our Lady of the Lake School in Prudenville, Michigan. County Clerk Herbert J. Smith, Jr., discussed the local and state offices. Photo shows, left to right: Sergeant-at-Arms Paul Breyer, Corresponding Secretary Carolyn Grothouse, President Roy C. Randall, Vice-President Grahame Peloquin, Recording Secretary Mary Van Dette, and Mr. Smith. The school is conducted by the Dominican Sisters of Grand Rapids.

Suggestions for Band and Orchestra

"Music is a gift bestowed by the generosity of God upon men, and should in turn lead men to God and help them to walk in His presence by the observance of His commandments." — St. Pius X.

Our aim as Christian educators and according to Christian philosophy is to lead the individual to a union with God. Only when man's intellectual powers seek truth, his volitional powers choose good, and his emotional powers seek beauty is the whole man educated—not only for this world but also for eternity. Music not only educates the senses of sight and sound and trains individuals in habits of accuracy, but it also develops the soul of man in those powers which dominate his motives and direct his will. It has power to change tears to smiles; to awaken goodness and truth in man so as to fashion high ideals; and, to elevate the soul to the very throne of God. We Christian music educators, therefore, must plan to develop the whole child by presenting many opportunities for desirable and timely experiences with music both in and out of school. It is with this goal in mind that I try now to offer my very small contribution to that already "overexhausted" source of practical helps to teachers.

Organization and Motivation

Perhaps you are a new teacher entering a school as its first music director. Besides the chorus class, you will be expected to start a band and perhaps an orchestra. Since this department is new or at least undeveloped, you must not only make a complete survey of the situation but immediately begin to take the proper steps for its organization. Music directors are usually well prepared to meet such situations and will be able to handle them most effectively from past experience or with the aid of band and orchestra handbooks. Since it is not my intention to advise or direct but only to *offer suggestions* in this article, I shall not go into detail as to the actual organization of band or orchestra. We take for granted that every music director has received sufficient education along these lines.

Besides the ordinary ways of securing publicity as through the local newspaper or school paper, for instance, I also use all the bulletin boards in the school for

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colorful demonstrations of what the school band really *is* and what it *means* to the individual socially, morally, and spiritually. These posters talk for themselves. The advantages and objectives are again explained when I make personal visits to the classrooms or contact students individually. When we teachers are really enthusiastic over our work it doesn't take much to instill that same interest in students.

Musical Aptitude Tests

The problem of getting the right pupils started on the right instruments is a very important one, and every measure possible should be planned and executed toward this one aim. Since musical aptitude is, in itself, a combination of talents that an individual possesses for the three basic elements of music, namely, rhythm, pitch, and melody, I believe that some sort of musical aptitude test should be given students the very first week of school. These tests are of great value educationally, as they are an aid to the music teacher in discovering the potentialities of students enrolled for instrumental classes. Since these are tests of *natural ability* only, success in music will depend greatly upon the development of this ability. Besides showing the pronounced tendencies of students, the tests likewise give the director definite information regarding the strong and weak tendencies of other pupils, thus affording him the opportunity to give necessary aid to the individual. The results of these tests likewise aid the teacher in assigning pupils to groups in which they are most likely to succeed as well as to determine which students should be given preference in the assignment of school-owned instruments.

Qualifications for Success

One of our great music educators has said, "Musical talent is 10 per cent inspiration and 90 per cent perspiration." Youngsters, however, usually do not object to perspiration if the energy is expended in an enjoyable manner. Success on an instru-

ment depends too upon certain physical characteristics of which I'm sure all band directors take special notice. After considering such details as upper and lower even teeth for flute, sax, clarinet players, and this plus well-formed muscular lips for the brass students, I think special attention should be given to ease of tone production, good tone quality and character, and alertness in pitch discrimination or good intonation. These should be some of the essential requirements of all pupils wishing to participate in band or orchestra or any musical organization.

The music director must watch that his choice of instrumentation will give good balance, blend, tonality, and color to his music organization. Poor balance between choirs and sections is listed as a conductor's weakness, as it is he who allows it to exist. The most obvious and annoying examples of poor balance are those between melody line and accompaniment, and from the *afterbeat* type of an accompaniment. This type should be *felt* more than it is heard.

Beginning Is Important

The importance of getting the band or orchestra started *right* cannot be over-emphasized. Students need something to keep up their interests after they are once initiated into the program. Most music directors use class or group instruction, first for economy, and second for the rapidity with which a playing band or orchestra can be developed. A class of clarinets, for instance, can be instructed just as efficiently in an hour as could an individual pupil. From the very first day, participants in group instruction learn to think and play as a unit which soon develops into a real musical organization. I think playing with others in a group keeps the student alert and helps him concentrate on his music. Weak members playing with the stronger ones are aided, as they will grasp the rhythm, time, and melody more quickly. All of our group instruction books aid the teacher or instructor in guiding the students from the initial formation of tones through exercises in unison and harmony to simple melodies. Every instructor too has his own technique of class teaching from the purely instructional standpoint. Instrumental classes are not difficult to teach, but a joy, that is,

Dedication to St. Cecilia

A Choral Reading to Introduce a Musical Program

Sister M. Margarita, C.S.J.

Sacred Heart School
Pratt, Kans.

HIGH SOLO	Music is joy.
HIGH VOICES	Within its gladsome song Is peace, content, a bit of heav'n along.
HIGH SOLO	Music is joy.
HIGH VOICES	Even the angels sang At the birth of God's Baby Boy.
LOW SOLO	Music is sorrow.
LOW VOICES	All the heartaches of our human families Have been immortalized in music's symphonies.
MEDIUM VOICES	Down the long centuries of time Come the melodic plaints of every clime.
LOW VOICES	Music saddens the heart pointing to yesterday's sorrow;
HIGH VOICES	But, oh, how it gladdens the spirit When saluting with faith the morrow.
MEDIUM SOLO	Music is love—
MEDIUM VOICES	The bursting of the spirit into song— Ideals of a nation—showing all for which we long.
ALL VOICES	The good and true shine forth in pleasing harmony And hearts rise up to God and strive to be Holy with self-mastery.
HIGH SOLO	Music is prayer.
HIGH VOICES	It found its loveliest melody In a maiden's heart so lovely That her music echoes today Through lengthy centuries To show the way.
ALL VOICES	And so in humble prayer to God above We dedicate our program Through St. Cecilia To our God of Love.

if they have been well selected and organized, the work mapped out, and the material graded so there is always a definite objective.

The Class and the Individual

Let us remember in all our class teaching that "Christ fed the *multitudes*, but He never forgot the *individual*." There is danger of this happening in overregimented and routinized class procedures. Sometimes in our teaching experiences we meet that youngster who, being somewhat timid, is not quite so responsive to our methods as the rest of his classmates. Upon closer examination we realize the child actually does possess a real natural ability for music. Maybe his timidity is keeping him from following the progress of the class

as we would wish. If he needs extra help and encouragement, offer to give him some extra time during a study hall period or in the evenings after school. He will never forget you for this interest, and many times it pays off in the delight of actually knowing we have been the cause of just one more youngster being brought closer to God through his knowledge of beauty through music. I have supervised practice the first part of my class hour and then take all students together the second half.

Plans and Techniques

It is a necessary part of any schedule that things run smoothly, and I think that pertains especially to a music department. Whether we are teaching a class of instruments or the full band or orchestra,

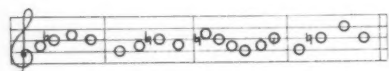
as music directors we must have our work prepared. I usually list the selections to be rehearsed on my portable blackboard in the front of our rehearsal room. Various intricate rhythmic figures are also mapped out on the board for further explanation as the problem presents itself. This is quite a time saver in more ways than one. As soon as band or orchestra members enter the room for practice they may start arranging their music in the proper order for rehearsal. They soon discover the rhythmic patterns listed on the board also and have time silently to look them over before actual rehearsal begins. I have used the word "Mexico" to bring about a more smooth interpretation of triplets in certain passages. The rhythm of this word just does something to the students. Try it. Another suggestion by way of teaching tonality in a beginners' group would be to start with a chorale. This gives the players a marvelous chance to *hear* themselves. Again in proportioning balance in various chord structures of compositions at the beginning, for instance, it may be held and the conductor may motion for parts to increase or decrease volume to give the desired balance or effect. This is a great aid in teaching dynamics. As directors, it is our full responsibility to make our ensembles constantly conscious of the following: good intonation, correct interpretation of all rhythmic figures, proper balance, and all other phases of rehearsing which insure a fine performance. It has always been my custom to play at least one selection at every rehearsal that is not too difficult for the technique of my slowest member, and at least one number rugged enough to challenge my most proficient pupil.

It matters little what size your rehearsal group is, or whether it is a beginning or an advanced one, you must have someone responsible for the physical setup of the organization. By this I mean, arrangement of chairs, music stands, music folios, and even school-owned instruments. If we have music librarians, I suggest they take care of distributing the music folios or any sheet selections needed. Two other assistants could take care of chairs, etc. Let the youngsters feel their responsibility toward the organization. They enjoy these trusts immensely and it is good training in self-reliance and dependability.

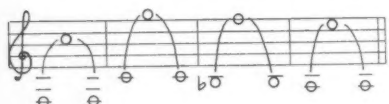
Introduction to Clarinet

A few pointers on class procedure in teaching beginners on clarinet may be of general interest here. It is sometimes possible to find just the desired exercises that one would want but sometimes there

is a need for additional exercises to help establish proper habits or smooth out some technical problem. In using the exercises listed below I recommend the use of the blackboard, as this type of presentation tends to draw the attention of each student to a central focal point. I use these exercises for the "break" or "over the bridge" problem which is one of the most difficult for beginner clarinetists. When doing these exercises, begin very slowly then increase the tempo as the students become more sure of themselves. Practice them both slurred and tongued until they become proficient. In the first exercise, insist on the high note being played with good tone quality and then slur to the lower one making sure that they keep the same support. Stress smoothness of thumb motion, ease of slurring upward, keeping the same volume, proper breath support, and good embouchure tension. Do not allow biting on high notes.



The next few measures are exercises pertaining directly to the *break* itself. Keep the right hand down on those exercises that do not go below second line G. Keep fingers close to instrument and move them in accurate manner. Get the students to blow the short tube tones (G, A, B) as if they were long tube tones (G, A, D).



Exercises in the lower register are good for right-hand technique, and at the same time they can be used for left-hand by using the same finger pattern with the register key depressed. This is good supplementary work for the strengthening of hand co-ordination necessary for good clarinet playing. These are only small ideas that perhaps you as a teacher and director can enlarge from personal experience and thus design other exercises more beneficial to you in your respective situations.

Don't Forget Stringed Instruments

I have been speaking of both band and orchestra situations so far with no stress upon the string section. We are convinced that string players should have strong and well-formed fingers, and should rank near the top, particularly in pitch discrimination. This section should be started in fourth or fifth grades in order to afford

a stronger build-up for orchestra, but it can also be started in high school with much success. Any youngster would be delighted to double on an instrument thus affording him greater opportunity for music participation and appreciation. I suggest starting a string ensemble after band has achieved some progress. It depends greatly on us as music teachers to become enthusiastic about this musical endeavor and we will have our students willing and anxious to have an orchestra also. After we have our string ensemble built to a certain degree of satisfaction, add a few harmony instruments from the band group, plus some percussion. I think you will not only surprise yourself what an addition this beginners orchestra makes to the department but every pupil concerned will be happy in his new growth of deeper appreciation of music literature and performance.

Both band and orchestra add greatly to a well-developed music program in any high school. The band, for instance, can

be used for all outdoor events and the orchestra, especially in the spring of the year, for inside events such as plays and commencement. Music educators should do all in their power to enhance the possibilities of enlargements in the field of music not only in their own band or orchestra students but with other pupils in the general music class, for instance, or by integrating it with other subjects which we might be teaching. Music appreciation isn't learned only in band and orchestra participation (this is the *highest* form, however) but it can be fostered by good listening habits also. So if we teachers aid others in establishing a deeper appreciation of music in their lives, we shall do much not only for society at large but we shall cause to awaken within our students that goodness and truth which seek higher ideals. Such inspirations will guide them in their activities, and life's situations will be met on a higher scale due to these finer ideals.

A Psalm is Born

**Sister M. Lawrence,
C.S.J.**

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The golden autumn moon signified the oncoming of the Jewish sacrifice, the Feast of Tabernacles. Seven splendid days of prayer and sacrifice; days of serious preparation. Daily, the ordinary Jewish family continued its chores but the law commanded that no work was to be accomplished on the first and last day of such a glorious feast. It was thrilling to see the fires of each tribe burning throughout the night, casting heat and light across the stately robes of the priests as they scurried to and fro. Can't you see the rainbow of color darting its way to the starry heavens? It was on a night like this that young David composed his psalm.

*What is man that thou art mindful of him?
or the son of man that thou visitest him?*

*Thou hast made him a little less than the angels,
thou hast crowned him with glory and honor:
and hast set him over the works of thy hands.*

These memorable words were born in his heart when he witnessed such a sight; and lo, they broke away from his heart and lips into song:

*Thou hast subjected all things under his feet,
all sheep and oxen: moreover the beasts also of the field.*

David, the young shepherd, felt like a tiny particle of sand when he reflected on the greatness and beauty of the heavens. Yet, a smile crept slowly across his young face as he thought, and again his lips parted:

O Lord our Lord, how admirable is thy name in the whole earth!

For thy magnificence is elevated above the heavens.

For I will behold thy heavens, the works of thy fingers: the moon and the stars which thou hast founded.

David in his wisdom saw that he was greater than the majestic heavens because the honor he gave to God was greater in the sight of his heavenly Father, greater than all the splendor present that night at the great Feast of Tabernacles.

As years passed, long after David was gone, men used David's song of praise to give glory to God as they picked grapes on the hillsides of Palestine.

Weekly Instructions in Religion

When statistics report the needs of souls, they are important. At the present time, some 40,000 special religion classes are being conducted in the United States. The pupils attending them number more than 2 million. Contrast the glory of the work to be done with the obstacles to it; let us consider a few.

Obstacles

1. Teaching religion but once a week makes it at least seven times harder to be absorbed than favorite TV programs scheduled daily. Advertisements heard three and four times during one program are even more deeply impressed.

2. The fact that no reference is made to religion in connection with any other subject in the child's own school ostracizes it from the pupil's normal living. It tends to appear odd and strange.

3. The parents of most of the pupils, also of rural origin, received only weekly or monthly instructions in their youth. In fact, the only instructions some parents received were the few weeks before their wedding. Therefore, these parents are capable of giving only limited explanations to their children.

4. The frequent grouping of four different grades into one instruction class makes it impossible to speak on one level. The first group, the beginners, have often not even heard that there is a God. Then there are those who are to receive their First Communion, and finally the more advanced, if one dare speak so, who have made their First Communion.

5. Many times these instructions cannot be given in a classroom, but must take place in the body of a damp little church, a stuffy, dusty choir loft, a cigar-box sized sacristy, someone's living room, or a big odorous barn. This type of locale makes teaching and learning more difficult than under ordinary circumstances.

6. Facilities are practically nil, so that whatever teaching aids are necessary must be brought by the teacher.

7. Finally (the word is "finally" not because there are no other difficulties but because stating them like this makes one restive to do something about them), there is the transportation angle.

Taking these problems, one by one, in reverse order, we hope to offer a few suggestions that have been found helpful.

Sister Marilyn, O.S.F.

St. Paul School

New Alsace, Ind.

7. Transportation

One week the teacher rides 15 minutes late in a speeding red Cadillac. The next week, she might have to be ready 20 minutes early to ride in the front of a dusty truck, to the accompaniment of a poultry serenade.

The remedy for this transportation problem is threefold: (a) be prepared for anything; (b) do not wear your Sunday habit to the instruction class; (c) to overcome that fastidiousness native to religious, think of the missionaries in China or Africa who must ride in muddy-puddled boats and on insect-infested animals.

6. Facilities

It is inconvenient surely to transport the large visual aids. Sometimes you may feel as though you are carrying your classroom around with you. And some of your best religion posters get their corners nicked or an ugly crack down their middle. But because ideas come through the senses, and very largely the sense of sight, the effort is worthwhile. Children who never see religious pictures or symbols have only warped ideas.

Materials can sometimes be found in unexpected places. Don't you have a small blackboard that used to be used in the auditorium before the CYO bought that new score board? Or, don't you have a small bulletin board that was once used in the school hall before the Coco Cola Company donated that large one? Good, if there is space some place between the front and back bumpers, pack it with you.

As to the hearing of the instructions, it is monotonous to listen to the same person's voice for an hour. It helps to bring along your portable record player and your religious records.

Most teachers have quite a collection of odd crayons and half-used pencils which have accumulated through the years. That box will find its way into your instruction period; even your scissors will be needed at times.

If you are fortunate enough to have

access to a film library, wonderful. Bring your slide projector and a film occasionally. But don't forget an extension cord. Yes, it works fairly well on the side of a barn, at least as well as some of those blinky TV sets when an airplane flies overhead. It even works in the tiny cigar-box sacristy. Just pull down the dirty brown window shade, and presto, you have your screen. The pictures are dwarfed, and the pupils must stand in a football huddle to see them, but they will be entranced by the mere fact that Christ is an integral part of their modern living. Imagine Jesus in the movies! They thought that was reserved for Davy Crockett or Walt Disney.

5. Classroom

You can see that by providing these things, you are eliminating, at least in part, problem No. 5. You have transformed the church or choir loft, into a classroom. And if there are benches in that church or choir loft, you even have desks in this home-made school. One group of children can sit backward on the kneelers and write, color, or draw with their papers on the seat of the bench, while you teach the other group. If you have no improvised board on which you can hang or write the model you want the children to copy, or the idea on which you want them to work, you can use a funeral candle in its stick. Sounds ridiculous, but it has been done. Stick a pin through your model, then through the funeral candle, and stand it, stick, candle, and model, before the children—a great substitute for a pocket chart or a bulletin board.

4. Group Work

Now comes the problem of handling four grades at once so that no group wastes a minute of this one precious hour a week.

The hour begins with a prayer by all (at least all can stand in a reverent position), then a few moments of information which should be of interest to the whole group. This may be the current liturgical season, or a word or two concerning the more important saints whose feast will occur during the coming week and a few interesting incidents from these saints' lives. About twice a year, you may have the consolation of hearing one of your pupils tell of a saint whose feast is on the way, before you have mentioned it in class. Usually, it runs something like this though:

TEACHER: Does anyone know the name of the great saint the Church wants us to remember especially tomorrow?

[Two hands go up. Teacher nods hopefully to one of them.]

PUPIL [swift, sure, and innocent]: "It's ground hog's day."

If there is no liturgical high light and no prominent saint to discuss, one can always with profit tell a Bible story to the entire group. You will find that most of them have not even heard of Cain and Abel.

After this talk to the class as a whole, work with the individual groups is begun. The third and fourth graders can match column A with column B and fill in the blanks in their Baltimore catechisms. We are taking for granted that this lesson in the catechism has been discussed and studied, and they are ready to do some individual work in it. This is where your collection of pencils comes in handy. About four out of ten will have brought their pencils, although they write something almost every week.

If the beginners have just learned that there are three Persons in one God, they can draw a triangle with every color in their box, or with every color you have given them to use, and print the word God in the center. If they have been working on the Sign of the Cross, perhaps

unlearning the incorrect way, and learning the correct, with left hand on the heart and starting with the word "IN" instead of the word "FATHER," they can trace a cross with each color. But be sure they understand they must begin to draw at the top and go down, then from the left to the right.

While these two groups are busy, time can be spent with the First Communicants—hearing the questions introduced last week and explaining the new ones for next week. Then they, in turn, are given something to do which has a bearing on what they are studying. If it is early in the year and they have learned of the sin of Adam and Eve, let them draw the Garden of Paradise and put an X on the one tree which God said they must not touch. Have them print below the picture the most important sentence of that day's instruction, "Committing sin is doing something that God does not want us to do." If it is later in the year and they are concentrating on preparation for Confession, they can trace their hand, and number the fingers, and write below the drawing the five points for Confession. Because the finger numbered "3" is the tallest, it helps them to remember that the third point, namely, to be sorry and promise God not to displease Him again, is the most important. Now you are free to work

with the next group. These older children cannot work in their catechism each week, because it is impossible (at least I have found it so) to teach one complete lesson a week. Therefore, the teacher has work prepared for them concerning the liturgical season, the near feast of a saint, or work related to the present catechism lesson.

One item of busywork should never be omitted. At least a few weeks of each year can most profitably be spent in teaching the child to meditate: to speak to our Lord in his own words, on his own level, of his own interests, and as friend to friend.

The first week the results will be so stiff and formal—rather strange and unnatural, those few misspelled words they thought of saying to Jesus. Until now, these pupils thought only ready-made prayers were suitable for God, and that those with big sounding words like "resurrection of the body," or "incomprehensible good," were the best.

The teacher paints the scene: "Let's suppose you are one of those children who was with Jesus that day when He was tired and the Apostles wanted you to go away. You remember, that was the last time you talked to Jesus on paper. Now you've been a good friend of Jesus ever since. Pretend that you have come to see and speak with Him whenever you could. Now this one day when you are coming home from school, you hear a lot of talking and laughing as you pass the courthouse. You look into the yard and there you see soldiers laughing and making fun of your friend, Jesus. You see one soldier spit on His cheek. Another says, 'He calls Himself a king, so He has to have a crown.' He pushes a crown of big thorns on Jesus' head. Now the soldiers run back into the courthouse to get a raggedy old cloak to throw over Jesus. While they are gone, you can speak to Jesus. Now write what you would like to say to Him.

"Just spell the words the best you can. The important thing now is to speak to Jesus, not to have a hundred per cent in spelling."

When the time is up for work with the other two groups and you are ready for work with this older group, the meditation papers are merely taken up. They are never read to the class. If the child knows that what he says to Jesus will never be told to anyone, he soon begins to speak more familiarly with Him. However, speaking to our Lord during this certain allotted time, these few times a year is certainly not sufficient. The ideal is that these children learn to do it on their own whenever the opportunity presents itself. Sometimes ask



The children colored the outline of the Guardian Angel and drew themselves. A first-grade girl showed herself all dressed up and a studious boy showed himself on the way to school.

the question. "When can we talk to God?" or "When can we say something to Jesus?" The answers will most probably be, "In church" and "When we say our night prayers."

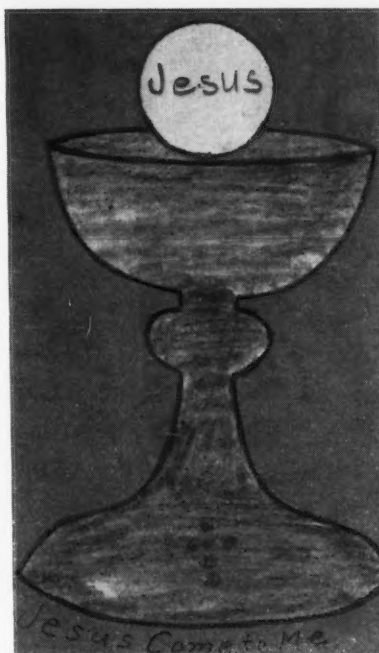
Watch their smiles at what they consider something quite naïve when they hear you advocate talking to Jesus while on their way to the store, or walking through the halls of their school, or going out to the barn to get something. Their smiles broaden as you say, "Tell Him everything: who your favorite television star is; what you like the best in school; which lesson is hardest for you; and don't forget to thank Him for the good things that come to you when they come to you. You do not have to wait till your night prayer to thank Him. Why, you can tell Him you love Him a million times a day. You can have the best Friend in the whole world in Jesus."

3. Parents

Now that knotty problem No. 3. The remedy for it also eases problems Nos. 2 and 1.

Invite the parents to stay for the instruction period. Before you disagree, please remember that what the parents know of the Catholic faith is almost nil. Recall also how you ask God to allow you to influence not only your pupils but their parents, sisters and brothers, relatives, friends, and enemies. This is one way of fulfilling your desire.

The primary reason for inviting the parents, however, is for the children's sake; to help solve problems Nos. 1 and 2. At home the parent will refer occasionally to the lesson discussed during the religion class and help the child study through the week. We do not say that the religion teacher immediately converts all the parents into religion teachers, nor that those parents who come regularly help their children with the highest motive. Perhaps Mrs. Brown is helping her child only because she doesn't want that Jones girl to get ahead of her little one. By the grace of God, a person can move from an inferior motive to a higher one. One thing is certain: it will do no parent any harm to witness how a Sister works with heart, soul, mind, strength, and every source of ingenuity to get her child to know, love, and serve the good God. Mother or Dad will catch something of the fever. They will come to you privately after class to thank you for the information you have given them. And when you smile and ask what information you could possibly have given them, you may hear something like I heard: "Sister, you'll be surprised, but



A suggestion for the First Communion Class.

I did not know a thing about indulgences, and the way you explained the resurrection of the body to those first graders, well, I had never even once heard about that. See, I had only two weeks' instructions before my first, which was also my solemn Communion. . . ." Another adult may wait until the class is dismissed and ask something about which she hesitated approaching the priest. This could be anything from Confession to buying a plot in a Catholic cemetery or reasons for withholding a Catholic burial.

Parents seem to appreciate especially the instructions on meditation. Who knows, perhaps through Sister's humble efforts, some poorly instructed adult may be drawn to a close union with our Lord. If not, it is at least certain that to invite the parents is one excellent way to overcome obstacles Nos. 1, 2, and 3. Being there, they see with their own eyes the posters and other art work displayed; they hear with their own ears the records you suggest for their record players, and the books you mention for their home libraries. They are bound to understand more fully how religion is connected with every phase of learning and living and they can be, as God expected them to be, the primary leaders in guiding their children to Him.

Prizes

In obstacle No. 1, we stated the drawback of TV. Thus far, we have mentioned nothing that would balance the scales toward religion as against TV. On TV they

are forever giving something away. The religion teacher should have something to give away occasionally. Consider a moment what few religious articles would be found in the homes of these pupils. It would do them good to win a few such prizes. Perhaps it is near the feast of the patron of the parish, or Christmas, or Easter, or a time when the pupils need another incentive for study. "Next week, those who answer or can explain all three questions without my helping them, can pick out a prize for themselves," may be a welcome announcement. Even the parents use such an incentive doubly well.

The night of the great give-away (if I knew how TV announcers spoke of their give-aways, I'd use those terms, but I don't) you'll notice all eyes look first to the place where the prizes are arranged. Then follows the usual greeting to Sister.

They notice small standing crucifixes, which were gifts of appreciation from some missionary society to Sister's mother, perhaps a few rosaries made by Sister's former pupils, who are now seminarians, some penny statues, Sacred Heart badges, and religious pins from the Sister's Santa Claus. These simple cheap little articles will be considered treasures by people who very seldom see such things, and they can be won in various ways. Following is a sample: After prayers and the general talk to the entire group is completed, the teacher may say, "Now, boys and girls, each of you may pick a slip of paper from my hand. If you can do what your slip asks or tells you, you may walk up and pick out a prize."

A first grader's slip may say something like this: "Draw a picture of something which reminds us of three Persons in one God," or "Say the Hail Mary," or "Make the Sign of the Cross." The slips for the First Communicants will contain the more important questions pertaining to Confession and Communion studied thus far, or statements like, "Say the Act of Contrition," or "Say the first thing you say in the confessional." The slips for the third and fourth graders relate to what they are studying in the catechism or to prayers they have learned, such as the Acts of Faith, Hope, and Love.

If this is a little party for a certain feast, you may want all the questions to pertain to that feast. Some day you may want your give-away to center around a review of all the symbols they have learned: triangle for the Trinity, circle for the eternity of God (they say, "God has no beginning and no end"). Hand for God the Father, Lamb for God the Son, and Dove for God the Holy Spirit. These

Dear Jesus,
 Advent means coming.
 Your birthday is coming.
 I want to give You a present.
 This Advent I will

Dickie Hobbs

The children were told to consult their parents before finishing this letter to Jesus.

are the symbols learned by the first graders. The first two, early in the year, the last three while they are learning the Apostles' Creed. The third and fourth graders learn the cross, anchor, and heart when they are learning the Acts of Faith, Hope, and Love.

At the end of each class, that little bit of nothing is given away "Whoever guesses the right number wins the prize." How quickly those little people catch on to those winning numbers! 1 for one God, or 3 for three Persons. During Lent, there will be a 5 for the five wounds and a 14 for the fourteen stations, 7 for the seven sacraments, if that is what they are studying, or 10 for the ten Commandments, or 30 because the 30th, coming that week, is the feast of St. Andrew who had been mentioned earlier in the instructions, or 33 because our Lord spent 33 years on earth.

The next week, Sister may say, "Whoever guesses the correct letter, wins this magazine. It has the story that I told you last week about that little baby Moses." They soon know what type of letters you want, J for Jesus, M for Mary, G for God, the letter of the coming feast or saint. The magazine mentioned would most probably go to the child who guessed M for Moses. Around the feast of All Saints, or any time for that matter, Sister holds a picture up backward and says, "If you can guess who the saint is on the other side of this picture, you may have it. Today we begin with the last one in each row."

Following is an actual set of guesses:

1ST BOY: St. Joseph.

2ND BOY: St. Elizabeth.

3RD BOY: St. John (his own name).

1ST GIRL: St. Linda (also her own name).

2ND GIRL: St. Pius, I mean St. Peter (she at least had the names of two great popes associated).

3RD GIRL: St. Therese, the Rose of Jesus.

TEACHER: You are right. It is St. Therese with roses. She covers the crucifix with them to remind us that she covered the hard things with things she did for Jesus with smiles. But we do not call her the Rose of Jesus. Her name is St. Therese, the Little Flower of Jesus. Now let's all look at her picture and say her name again.

They all repeat the name, then Sister calls one or two to say it individually. If time allows, each name that was guessed can be repeated. Yes, the give-away is the most pleasant way to repeat and review. When our Lord taught here on earth, He must have made it pleasant for the children. How they clamored for Him and clustered about Him, all eyes on Him. And remember He made it interesting for the parents also, for they stayed too; and He forbade the Apostles to send the children away when He knew it meant the parents would likewise stay.

Suggested Activities

a) It is said that one can learn something of the character of a child from his freehand drawings. In September or Octo-

ber, you can give the first and second graders a paper with a large Guardian Angel on one side. They are to color it and draw a picture of themselves being watched over by their angel.

It was one of those little doll-baby first graders who thought of the wrist watch, beads, and fancy dress, and one of the more studious boys who drew himself on the way to school.

b) In Advent, we write a letter to Jesus promising Him something for His birthday. The children take the letter home with the last line unfinished. They are asked to talk it over with Mother and Dad before deciding what to do for Jesus, then bring it back next week with the last line finished. You can see the reason, for that is merely to bring Mother and Dad into the Advent spirit also.

c) In January, bookmarks can be made with a seal of the boy Jesus. It can be kept in one of their books at school. "Every time you see that bookmark, be sure to read it, 'Jesus, I love You.'" The idea is to bring the remembrance of the presence of Christ to their Christ-deprived classroom.

The bookmark is simply made: a scrap of colored construction paper, a smaller scrap of white which can be cut from the backs of old Christmas cards. While cutting them, cut a hole in the top. The seal fits over the hole and holds it all together, eliminating the use of paste; then the child prints the words. If he is one of those swifties, he will also have time to decorate it.

d) If January did not afford an opportunity to make a bookmark, then February provides the chance to make a valentine for Jesus in the same simple manner.

During Lent it is appropriate to color one sorrowful mystery of the Rosary each week, repeating the previous mysteries before passing out the new one. By the end of Lent, the children know the mysteries by heart. If you have mimeographed smaller pictures of the mysteries, they can be stapled into a book which can be used by the children when praying the Rosary.

e) In May, the First Communicants will be elated to trace and color the picture of the chalice and host.

What the children make during this month in honor of the Mother of God may be the first May altar that has ever adorned their homes.

The soft cardboard patterns which the children trace to make these drawings can be used year after year, and the prayers and inspirations the drawings may inspire will be borne to eternity.

Meditations for Primary Children

Sister M. Euphrosine, C.D.P.

Providence High School

Alexandria, La.

My Dear Co-Worker In Christ,

In the following pages are a few ideas and thoughts that I would like to share with you. These short meditations may appear at first sight to be rather lengthy, but dealing with souls who have had no or very little instruction on "talking with God," you will find it necessary to pray with them or talk with them to God. That is why I have put down the heart talks that were used on the occasion of the day. You may, perhaps, think of other words depending on the group that you are teaching and what previous experiences they may have had.

Since children of this age are great imitators of heroes, depicting a few lives of the saints may help in character building.

My only purpose is to help others, if God so wills, and to share in making Him better known and loved.

Objectives

To help the child in developing a closer union with God and the saints by mental prayer, to form good habits of prayer and the practice of true Christian virtues in their daily lives, thus to live his religion and at the same time acquire essential knowledge of its doctrine. Also, to develop a greater appreciation of God's mercy, love, and goodness.

Procedures

1. Following the liturgy (daily missal).
2. Application of Christian virtue from the lives of the saints.
3. Using doxology from "*Jesus and I*" catechism.
4. Using pictures of various saints or appropriate scenes from the liturgy of the Church, also depicting the public life of Christ.
5. Application: (a) reading of meditation of the day — reflection; (b) prayer — talking with God (praise, adoration, thanks, sorrow, petition, love); (c) resolutions — what you will do; (d) invocation of the saints.

Sept. 15 — My Creator

God made me. He made me because He loved me. God wants me to do something for Him too. He wants me to work well, to play well, and to pray well. Can I do that for God?

Thank You, dear Jesus. I will show You that I love You by praying well, playing well, and working well. Today I will stand and hold my hands the way that You want me to do when I pray.

Sept. 16 — God's Gift (creation)

God gave me many beautiful gifts. He made the beautiful trees, flowers, sun, animals, and plants for me to use and enjoy (pause).

How wonderful and good God is. Thank You, sweet Jesus, You are all good. I know You want me to enjoy these gifts: Help me to use the gifts the way that I should use them.

When I walk outside today, I will take time to stop and look

at the beautiful things that You have made, and I will say, "Jesus, thank You"!

Sept. 17 — Talking With God

Praying is talking with God. When I do pray, I must think of what I am saying. Just like talking with Mother, I think and look at her, so she can hear me, and understand what I am saying. Now I will talk with God (be very quiet and just tell Him things). I'll tell Him about my mother, daddy, brother, sister, and friends.

My good Jesus, bless them all and help me to love them for You.

Sept. 18 — All for Thee

God made me to play, pray, and work for Him, so that I can earn heaven and live forever with Him there. To make sure that all I do will be for Him, I will say before each thing that I do today, "All for Thee, oh my Jesus." Do I do my work well enough to give it to Jesus?

O Jesus, help me to love Thee more and more.

Sept. 21 — St. Matthew

St. Matthew was a great leader. He helped Jesus by teaching people. Before he could help Jesus, he had to learn what to do and say. Our mother and father send us to a good Catholic school. They want us to learn how to do and say things. One day we shall have to help someone. Will we know how? Do I try hard enough to learn many things about God? Do I just waste time?

O sweet Jesus, I want to be a great help to You. I want to be like St. Matthew and learn about You so that I can help others. O Jesus, help me to know You better.

Sept. 22 — Obedience

To get things done we must follow a rule. If you follow that rule you will be able to do things well and be happy. Now God gave us certain rules that we must follow to get to heaven. Our parents and teachers tell us what to do; they help us with these rules. Do I obey them?

I am sorry, Jesus, if at times I didn't do what my mother asked me to do; I don't want to hurt You and lose heaven. Today I will obey right away even if it is hard to do and I will say, "All for Thee, O Jesus."

Sept. 23 — Acts of Love

God gave me a special gift, a gift to love. Love helps me in things, things that I do not like to do. God loves me, because He died on the cross for me. It was hard. The nails and thorns hurt Jesus. Now God wants me to love Him. He wants me to do hard things for Him too. Do I show Him my love?

O Jesus, help me to love You. I want to do something that is hard. Today I will not talk in line, instead I will talk to Jesus and say, "Jesus, I love You."

Sept. 24 — Where Jesus Lives (church)

God is so kind, good, and wonderful. He gave me so many things to use and enjoy. He lives on the altar in church. I can go visit Him any time that I wish. He wants me to walk into church very quietly, then kneel and talk to Him.

How do I walk into church? Am I reverent?

Thank You, Jesus, for coming down to stay with us in our beautiful church. I will be very careful how I act when I am in Your house. Jesus come and stay with us.

Sept. 27 — Ss. Cosmos and Damian

These two saints were brothers. They used to study science very hard. Later they were able to help and teach many other people about how God made all things for us to use (pause a minute).

Dear Jesus, help me to study. Help me to remember what I should know. Jesus, I want to learn more about your goodness. Thank You, Jesus, for giving us the beautiful trees, flowers, animals to enjoy. I want to use these to show You my love. When I see a tree, a flower, or any plant, I will think of You. And I will say, Thank You, Jesus. Now try to think of as many things as you can see that God made and say, "Thank You, God."

Sept. 28 — St. Wenceslas

St. Wenceslas was a very kind king. He helped those people who didn't have enough to eat. He was a brave, holy leader. What he liked best of all was to visit Jesus in church. Here he asked Jesus for the many graces he needed to do his work well.

Dear Jesus, help me to love You as St. Wenceslas did. I want to be kind and help others. I want to work for You. Sweet Jesus, after I learn more about You in the Blessed Sacrament, I too will receive You in Holy Communion. Now I will think of You.

Today I will make a visit to church and I will say three times, "My Jesus, I love You." Now I will say it three times, too.

Sept. 29 — St. Michael, Archangel

St. Michael is an Archangel. Once a long time ago, the bad angels made war in heaven. They did not want to obey God. But Michael led the army of good angels, and drove the bad angels out. So God made St. Michael the general of armies in heaven. The devil does not like St. Michael. He wants to get even with him by trying to make us sin. However, St. Michael is always a friend of those people who love God. He is my best guard and protector.

Do I call upon St. Michael when I am in trouble? Thank You, God, for giving us St. Michael. I am sorry if I did not call on him when I needed help. Today when something tells me not to obey, I will say, "St. Michael, help me." Now I will say, "St. Michael, pray for me."

Sept. 30 — St. Jerome

St. Jerome was very wise. He studied a lot. He prayed, asking God to help him understand the reading he did. He read over and over the Holy Books. From these he learned to be very kind and holy. He wrote letters to people telling them about Jesus. Many became good and learned to love God because of what St. Jerome told them.

Did I make use of my time in school? Do I study hard enough so that one day I too shall be able to teach others about God?

My sweetest Jesus, I am sorry for wasting time; please forgive me. I will try to listen better to what Sister says, do my work neatly and study hard.

Jesus, help me to know You better.

Jesus, I love You! Jesus, I love You!

To the Teacher of First-Grade Arithmetic

How true it is that we have in common a great love for the six-year-old who leaves his home to spend a great part of the day in school for the first time. Many large individual differences in these little ones are shown in language ability, muscular coordination, reading readiness, and ability to sing, but those differences are small when compared with variances in arithmetic readiness.

Fortunately, children know something about numbers before entrance into the first grade. Josephine MacLatchy¹ has given us information which lets us know what to expect. In 1928, she found that about 8 per cent of a total of 2300 first grade children could not count to 10. At the other extreme were 8 per cent who could count by rote to 100. Eighty-four per cent lay between these two extremes. The average child could count to 29 by rote, which indicates that little knowledge of number is common on entering school.

¹MacLatchy, *Elementary School Journal*, Vol. 45, p. 147.

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Learning to Count

According to Spitzer, "counting is the base upon which all later work in arithmetic rests. . . . Children who do not know the addition combinations often resort to counting—a perfectly logical and sound method of finding the sum."² The reason children resort to counting is likely because addition was begun before they had enough experience in counting to lay a good foundation needed for intelligent mastery of combinations, he suggested.

All counting is built upon rote counting, for, says Spitzer, "rote counting must precede or at least accompany the learning of rational counting or enumeration."³ In

²Spitzer, *The Teaching of Arithmetic*, p. 68.

³Spitzer, *The Teaching of Arithmetic*, p. 75.

the light of this information, how glad we should be when a proud mother announces, "Mary can count to 50," or "my Johnny can count to 100."

There are many rhymes and jingles that motivate six-year-olds and stimulate their interest in learning to say the number names in order. Such rhymes as 1, 2, 3, 4, 5 I caught a hare alive, or Ten Little Indians, are helpful.

Concrete Application

The second step in counting is enumeration. At this level the child is taught to touch one chair as he says, "one," then another, saying, "two," and going on one by one as he says the number names in order as he has learned to say by rote. Concrete, inanimate objects of many different kinds are extremely useful at this stage.

Dear First Grade Teacher, do not consider neatly packed boxes of marbles, buttons, tongue depressors, empty spools, colored sticks, blocks, and toy cars, just clutter stacked on shelves. Children need

to count many different things in order to develop that "two-ness," "four-ness," etc.

"Rational counting is an abstract process, too difficult to be understood by very young children. A case in point is the five-year-old who was asked to display his toy automobiles. He was asked, 'How many do you have?' His reply was a correct one, there being a group of five that he had placed in a row. He was then asked if he could count them. He immediately proceeded to make a one-to-one correspondence between the words one to five and the toy automobiles. But when he was asked to bring four to the interrogator, he proceeded to take the one that was fourth in his sequence of so-called counting."⁴

Ordinal and Cardinal Numbers

This is in accord with the findings of many great research professors in arithmetic who agree that understanding of ordinal numbers precedes cardinal counting or the ability to answer the question, "How many?"

The third step is cardinal counting. At this stage, children are expected to give the answer to "How many?" May I suggest here that we take advantage of the many opportunities afforded us in the course of the day to develop this sort of counting?

How many pieces of paper do you need to pass to those children in your row? How many pencils? At the beginning of an art period, let one child from each row count out enough scissors for each pupil from his row and pass them out. Give them a chance to discover a need for knowing how to count. "Understanding . . . (of number) varies in . . . quantity and quality, depending upon the child and the kind of opportunities granted him for acquiring it. Children who participate actively in all of the affairs of the home learn the functions of quantity in these various activities. They learn in the best possible ways — through living."⁵ They make purchases at the store, count change, budget their allowances, count knives and forks and set the table. However, we can supply such a rich background at least in part by making number work lifelike; by making use of real situations such as "How many chairs do we need so that each child in this reading group has a seat?" "How many sheets of drawing paper do you need to pass out one to each child in your row?"

Develop Number Readiness

When helping the child to build number concepts, let us keep in mind that there



This MASS PROJECT reveals the HIDDEN TALENT AND ENTHUSIASM of the fifth grade altar boy aspirants of Blessed Sacrament School, Memphis, Tenn. In the study of and practice for serving Mass these boys made the tabernacle, patens, altar cards, missal stand, cruet table, and two sets of vestments. A glass covered with gold paper served as the chalice, while the cruets were bought and a dictionary was used as their missal.

are levels of difficulty: concrete, semiconcrete, and lastly, abstract. Therefore, let us never begin teaching children to read and write numbers the first week in school. As Swenson says, "When teachers lack broad, basic knowledge of fundamental number concepts and how to build them, they seize upon writing numbers as something to do in arithmetic."⁶ Let us not be found guilty of such error. It is logical to have our pupils count small groups of children, to lead them to see smaller groups within a group. Next in order will be inanimate, concrete objects, as blocks, buttons, pencils, etc. A child has an understanding of number and its relation to other numbers when he is able to see that when I have 5 pencils, I can regroup them into 4 pencils and 1 pencil; that if I hide 1 of them, I will have 4 left; if I hide 3, I will have 2 left; if I hide 2, I will have 3 left.

Semiconcrete objects as pictures of domino dots may be used next; the average child will be able to recognize 4 dots at a glance without counting; however, many children will still make use of the slow process of counting at this stage.

Our Decimal Systems

The teaching aids that I consider most helpful and even indispensable in the first grade classroom are the abacus, flannel board, number chart with numbers from 1 to 100, the tens block, bundles of 10 colored sticks, and the tens square.⁷

These articles are indispensable if we really teach the number system, which is a decimal system. In the past, many teachers have taught combinations and numbers but have failed to teach the system

of number. Perhaps we have been fairly successful but how much more we could have helped our children if we had stressed the fact that 12 is 1 ten and 2 ones; 24 is 2 tens and 4 ones. As soon as we have taught the numbers from 1 to 9 we should lead the child to discover that our system is made up of tens and ones.

How concrete is this lesson with the use of the abacus, when the child shows 14 by pushing 10 beads on the first rung and 4 on the second rung; the child should answer, 14 is 1 ten and 4 ones. On another day the child may see and feel what it means to count by 2's. As he groups 2 beads, he says, "2," he pushes another group of 2 over saying, "4," etc. He sees on the first rung 5 groups of 2. He can do the same thing when he learns to count by 5 and by 10. What a carry-over there is when, in the third grade he begins to learn multiplication units. It is easy to see that addition, subtraction, and multiplication are just regrouping of objects. They are short cuts for counting.

A Flannel Board

If funds do not permit you to purchase a flannel board with boxes of felt objects, just purchase a yard of outing flannel and with it cover a piece of beaver board or discarded bulletin board. You can cut out silhouettes of small puppies, kittens, birds, ducks, airplanes, stars, and balls from velour-tex which can be purchased from Dennison's or Maharan's in Chicago at a price between 60 cents and 85 cents per yard. By pasting two pieces of velour-tex together, these objects can be used on either side, for the velour-tex adheres to flannel. Let the children make up problem stories as they group these objects on the flannel board.

⁴Stokes, *Teaching the Meaning of Arithmetic*.

⁵*Ibid.*

⁶50th Yearbook II, p. 159.

⁷Spitzer, *The Teaching of Arithmetic*, p. 109.

The Number Chart

The number chart from 1 to 100 can be used to advantage so frequently that we will want it in a conspicuous place. Pointing to numbers while reciting them, gives children that one-to-one correspondence. Furthermore, it can be used for short drill periods as: What number comes after 7? What number comes before 10? What number comes between 11 and 13? What ten comes after 20? (30) What ten comes after 15? (20) Count by tens pointing to the number you say. If the child cannot do it at once, please let us refrain from pointing for him; let him count silently so that he understands he is to hop over to the tenth number when he counts by 10's, hop over to the fifth number when he counts by 5's, and hop over to the second number when he counts by 2's.

The Tens Block

"The tens block . . . is simply a small block of wood which has been only partly cut . . . into 10 smaller blocks. . . . Tens blocks may vary in size from $\frac{3}{4}$ by 2 by $2\frac{1}{2}$ in. to $1\frac{3}{4}$ by $2\frac{1}{2}$ by $3\frac{1}{2}$ in. Each of

the ones blocks used with the tens block is the size of one of the ten parts in the tens block. The tens block can be made by any person who has a small bench saw."⁸ Through the use of the tens block, the children's concept of 12, for example, is simply 1 ten and 2 ones.

In order that we see factually that the tens idea cannot be overstressed, let us visit a third grade arithmetic class as the good teacher presents a class in borrowing. Note how the tens concept has helped Johnny acquire understanding and rationalization in that big step of borrowing. Carrying in addition and multiplication makes use of that same idea.

How could Jimmy understand what he is doing when he borrows 1 ten from the tens place if he doesn't have the tens concept upon which to build his ideas. Yes, he can with enough drill, learn to subtract and add mechanically just like a machine, but there will be no understanding. Let us teach our children to understand processes so that arithmetic will be vital, real, enjoyable, and useful to them.

⁸Spitzer, *The Teaching of Arithmetic*, p. 79.

children living on the farm. With these mnemonic aids, the children were able to speak quite fluently, telling the story of the picture they held up for display. Abbreviated floor talks, six-year-old style!

Posting the pictures in and about the classroom helped the children meet each other socially on an informal conversational basis. For, in addition to pointing with possessive pride to the picture "I brought to school," Tommy was often heard to say, "My Dad told me that a duck's feathers are oiled. That's why he doesn't get drippy-wet when it rains." With everyone quoting Dad, Mother, or some big brother authority, a wealth of information was, undoubtedly, accumulated and absorbed by even the "slowest slow-Joe."

With interest mounting in rapid crescendo, the little ones quickly accepted the challenge of "drawing the picture in their mind." This *Sensory Image* procedure was preceded by a verbal stimulant such as: Just for a minute . . . close your eyes and picture a green, grassy hill. Hear the wind gently blowing through the leafy trees. See a playful pony galloping round and round, measuring the fence posts with his soft, wet nose. Feel the quick, hot breath of little pony as he stops to rest. . . . Now draw the little pony that you saw a moment ago. The pony that looks most alive is the one we shall use on the class picture farm.

This type of teaching is vibrant and creative; it is not necessarily formal. No special time need be assigned for it. For the most part, it is incidental, meeting a particular need as the need arises. Gradually our Picture Farm assumed a definite concreteness. Horses, cows, the farmer, scarecrows were added in turn, usually at the suggestion of the children, for they, and only they, are the ones who can best decide what will be needed to complete the picture.

The growing farm was evidently quite the topic in school and at home. Almost daily, someone would add to the exhibit now beginning to materialize. Michele came in early one morning with a box of mossy soil that Dad and she had gathered while "we were taking a walk." Johnny, not to be outdone, brought in some "thistles that grow near Grandmother's house." Toy farm machinery seemed to add the note of reality that simply charmed the boys, who presumably ransacked their toy boxes in order to find an appropriate and acceptable farm toy. Yes, and even mothers and dads were brought, or rather, came to school, that is, to the farm. When questioned, they just shook their heads and

Units Stimulate Creative Ability

As early as in the first grade, children ought to be exposed to the idea of "working on" a group project. They should become familiar with the basic procedures of such a teaching technique. Then, of themselves, they will come to a realization that the development of an idea is not a spontaneous outburst, but rather, a gradual process of growth.

Accordingly, in October we "worked on" a farm unit. Closely paralleling the reading unit wherein John and Jean went to visit at Grandfather's farm, this project served as a timely outlet for the prevailing classroom interests.

Sky and Earth "Meet"

Initially, the children were given the idea of "sky meets the earth." Too often children go through the primary grades with a distorted sky and earth concept. They will consistently draw green grass, then leaving a dividing space of emptiness, put the blue sky only in the extreme upper corners of the paper. Discussion thereof

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and guidance in the use of the crayon produces noteworthy effects. Children are delighted with the prospect of making the sky and then, starting in the sky, making the grass. This basic art principle fitted in quite naturally at this point of development, yet simultaneously it was essential to the success of the culminating activity, the Picture Farm.

Our Picture Farm

Subsequently, working in the semiabstract, picture and photograph studies came into play. Each child was requested to bring in a picture or pictures relative to life on the farm—of plant or animal life or of the life of the grown-ups and



said, "We couldn't say 'No' to Nancy. It seems she drew the best haystack . . . and is insisting that we see it."

Developing the Mind

What can a Farm or Indian Village or Circus do for your class? First and foremost, it allows the imagination free play, in a restricted sense, of course. Every child can "imagine," so every child can contribute helpful suggestions that will lead in the direction of the over-all learning to be achieved. Informally conducted, no child is hindered by rules that are difficult to master, or words that just can't be remembered.

Emotionally, too, the child can and does mature. He begins to feel alive, to feel confident that he, too, can command attention and respect as his classmates are "listening to" him. He loses the self-consciousness and the fears that are the bases for complexes and allergies. In a word, Tommy finds himself accepted by the class and delights in the grown-up feeling that is a part of this discovery.

Intellectually, artistically, genius may or may not be discernible. Certainly if bright-owed Tommy is destined to shine on the Einsteinian plane, he will give definite evidence thereto. Slow Joe, who will soon reach the plateau to which he is limited by the extent of his ability, may display the *all* of his talent, but, at least for the moment, *this is his hour*.

The Group and the Individual

Unit work though designated as *group* work is really *individual* work in the process; the group interest is *focused* on a *specific* topic or phase of learning, but the work accomplished is work that definitely gives evidence of subjective interpretation. No one child speaks or thinks with the same fluency or with the extent of depth as another. And nowhere is this more evident than in work of this nature. In formalized study, the definite plan, the designated "do's and don't's" somewhat

restrict individual performance; spontaneity is oftentimes sacrificed to overplan.

The next time a suggestion in the course reads: Develop a unit on and about the topic . . . don't pass up the opportunity to give your teaching a vibrancy and permanency it may now lack. Integrated and developed from the concrete through the semiconcrete and the abstract stages, learning can be so incorporated with the "I"

of the learner, that inevitably *en masse* we can approach a step nearer to the Immutability of Truth Itself.

We can, as it were, by well integrated, well correlated teaching, by teaching enmeshed in a network of alive relationships, produce a student who will reflect Beauty and Truth with such effulgence and profusion that no ism-polluted theorist can ever dim the luster thereof.

The Birthday Party at School

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All puff at once and out go all six candles on each one's birthday cake. This party they're sure to remember. Birthdays hadn't meant very much before, but at the observant age of six, it is the red letter day of the year. Now is the time when he mixes and plays better with other children; when he is more co-operative. This party is timely, if given early in September, for it will be stored in each one's memories to be recalled at will and often — for the language periods and for writing, story, and poetry backgrounds.

Everybody's Birthday

The children made special plans for every child in the class to celebrate his own birthday. Mary had a birthday on September the eighth — we chose that date for *our* party.

The day before, they learned to sing the simple Birthday Song. They brought notes home to their mothers. That evening the mothers came to birthday-party plan. A committee was chosen.

Seasonal Gifts

Next afternoon, as each child arrived, he selected a wrapped gift from a grab bag and opened it at once. Presents had calendric significance, which he could appreciate. A tiny Santa represents December, pencil box labeled "School Day," September. Children may trade back and forth to get gift appropriate to their birthday month.

We started festivities with a good rol-

licking relay! The children were divided into four groups representing spring, summer, autumn, and winter, according to their birthday season. We scattered red, orange, yellow, and green candies on a table and we designated one color to each team. At the sound of a whistle, team leaders dashed up, and scrambled for one sweet each of team color, i.e., the spring leader for one yellow, the summer leader for one green, etc. This continues until one team collects twenty sweets.

Infectious fun spread when we tried this. The children formed a circle and "It" stood in the middle. He pointed at a child and shouted, "Happy birthday to you." The pointee then answered, "the same to you," before "It" had finished speaking. If the leader pointed and said nothing, the person duped into responding became "It."

The Birthday Cake

The most fun was at the party table. A gay paper cloth was spread, and we had all the colorful streamers, nut cups and square boxes colored as ABC blocks as favors. The birthday cake was set before the honoree, Mary, and to the surprise and delight of all the youngsters, we placed a tiny cake with six little pink lighted candles before each. They sang the Happy Birthday song to each other, then all the children made a birthday wish and blew out the birthday candles after a one and a two and a three.

They were simply hilarious, with eyes asparkle and mouths agog and agab. A speedy homeward trek was assured at the end of the party by handing each little child a brightly wrapped gift with oral instructions, "Do not open until you arrive home." Inside the tissue was a tiny size shoe made from birthday cards and shiny dime store ring set neatly with his very own birthstone.

Do You Have a Rhythm Band?

It's fun! The children love it! There are many aims you might have in organizing a band: broad, social purposes, like civic education, teaching the children to work together; co-ordination of fundamental processes; a means of musical expression within the abilities of kindergarten and primary grades. It is a foundation for more advanced musical experience; children develop a sense of beat and meter; learn orderly procedure for ensemble playing, learn to love music!

When I was a little girl in grade school (do the children ask you too, if you were ever a little girl?) I played in a rhythm band, and I love Sister Dolora yet for organizing our band. Some of us trotted over to the convent for piano lessons, but Sister determined to share her love and knowledge of music with all the children. She made singing time a delight; then she started a band too. After our first adventures in getting acquainted with the instruments, we learned to read from a score. Sister would carefully draw and print her scores on the blackboard in an unused upstairs classroom which she appropriated as her "music room," and made attractive. Those scores were a work of art, and I loved to look at them while the class was assembling, and instruments were passed around. I always felt a pang when one was erased, and the pang was eased only by the appearance of a new score.

In a methods course in college, we spent some time on the rhythm band, experimenting with instruments, and organizing of bands. A little girl's dream saw hope of fulfillment, as I realized that the rhythm band was not beyond my capabilities, though I hadn't time to major in music. I resolved that I would have a band when I began teaching, and I have had one each of the seven years I've been teaching.

I've been asked where I learned to conduct the rhythm band. If I had been a music major, could I give a few pointers for beginning teachers; would I demonstrate my method; how do I manage to keep little children so happy and interested, yet have a fairly well organized band?

Well, I do love music, I have had some training, I keep on learning, reading, experimenting each year, but perhaps much of my secret is the sparkle Sister Dolora put into her music classes years ago.

First of all, what does one need to organize a rhythm band? (1) At least a little knowledge of music. (2) A few good

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books. (The books listed in the bibliography will be helpful.) (3) Instruments. (4) Courage to go ahead and start! (5) Once started, it is in the best interest of music education and child development to correlate with other musical and rhythmic activities.

A Word About Correlation

Correlation with other music used helps prevent the band from becoming a stereotyped thing, strictly learning to keep time, keep quiet, not drop instruments. It is well to give all the children a chance to become acquainted with all the instruments, and how to use them. Games can be played to help children learn the names and way to play the various instruments; instruments can be used in rhythmic plays, so that music becomes a part of the child and the way is paved for good group playing. I know that some say: "Do not put the instruments into the children's hands until they are well trained in rhythm," but I cannot agree. I believe familiarity with the instruments and joy in their use goes farther toward good performance than drill in rhythm, though I do not discount training in rhythm. I am not a so-called progressive who believes in uninhibited pandemonium.

The "other musical activities" mentioned, with which I try to correlate the band in a kindergarten class are:

1. *Singing*: In kindergarten it is all rote singing, and songs are best taught by singing them for the children. Instrumental accompaniment is for later when the children know the song. Some songs can be pantomimed by part of the class while the others sing; others can be dramatized, as the songs in Coleman's *The Gingerbread Man and Other Songs* for kindergarten and primary grades. There are musical stories with refrains or other parts to be sung along, musical roll call, and tone games.

2. We have singing games as "Looby-Loo."

3. There are dances simple enough for kindergarten, some of which have words to be sung, as "I See You," and others that have only musical accompaniment, as

"The Shoemaker's Dance." The latter is excellent for developing a sense of rhythm. At second and third grade level, one might use the "Nixie Polka."

4. We have music games, as musical chairs, musical stoop tag, and others; and patternmaking games by clapping, bodily response, or use of instruments:

5. We have interpretative rhythms, organized rhythms, where the children skip, hop, gallop, slide, to appropriate music.

6. Choric speech, fingerplays, nursery rhymes and verses, while not always set to music, are good for developing a sense of rhythm, and can even be used for the rhythm band.

Organizing and Beginning

I usually start early in September with the band, not organized at first, but letting each child familiarize himself with the various instruments, and without accompaniment. Gradually we come to pay more conscious attention to rhythm. I try having the children listen to the piano for the accented beats; we clap the pattern, accenting the down beat; then we try keeping time with perhaps the sticks and bells. I demonstrate how a pair of rhythm sticks can play 1, 2, 3, 4, just as the piano; I let a small group use the sticks, then give all the sticks we have to the group, and those having no sticks clap the rhythm. We then give the sticks to the others and repeat procedure. We add the bells, and everyone gets a turn trying them; then we play sticks and bells together. As a guide you will find recommended numbers of each instrument for groups of varying size in catalogues and books that discuss the rhythm band; but after a little experience, you will find that sometimes you can improvise a more effective arrangement for certain pieces.

Four-four time is usually considered the easiest for the children; and, it has been my experience that three-four time follows. Most two-four music is double-time, if a march, or is too complicated for small children in the use of rests, eighth notes, etc. There are, however, many simple waltzes that can be used for the rhythm band after four-four time has been mastered. It is well to have one kind of time mastered before attempting music in another; but after the children can recognize two or three types at hearing, one can turn from four-four to three-four, and vice versa without confusion.

The next lesson may just continue the same procedure, or the group may be ready for another instrument. As soon as the group can assimilate, we add the drums, triangles, and castinets, or tambourines. Even the castinets may be too difficult at first; but later one can vary the combinations of instruments used. Jingle sticks, tone block, gourds or maracas, cymbals, sand blocks, are all used in kindergartens, and for primary grades whistles, melody bells, tuned bell blocks, or xylophones are also sometimes used. By the time children reach third grade they form quite an "advanced" band.

One at a Time

I have found it best with five-year-olds, after initial experimenting in getting acquainted with the instruments, to have each child play the same instrument for a few weeks at a time. It is easier for them to learn to play by rote, and keep time if they do not have to adjust to a new instrument each time. Some will ask for a change sooner than others; but most little children like to stay with a familiar instrument for a while. I have had some who always wanted to play the same instrument, and discovered that in most instances this was due to timidity, and that such children could be helped to enjoy other instruments.

It is often said that it is best to use the piano if one plays, rather than records. It is true that the piano is much more adaptable to the needs and mood of the group; but there is a good reason for making use of records, other than that one doesn't play the piano, or doesn't have the use of one, namely that you can often keep closer contact with the children, and pay more attention to directing them when using a record.

Second and third grade children can play from scores; younger children depend upon rote playing. Complicated arrangements cannot be used; it is best to have one or two instruments play with the piano for parts of a piece that seem appropriate to the instrument. Another source of material lies in nursery rhymes; set to music, or not; simple songs, and choric speech verses. It is important to stress a light, pleasant tone, so that the children do not strain their voices, and it makes for much better playing. If the children find it difficult to sing and play, those not playing at a given time may sing while the players give their attention to playing.

I introduce an entire piece to the class when they seem ready to begin group playing, and perfect the individual parts gradually, rather than build up part by

part. Of course, it takes some time to perfect a piece with little children; we usually have two or three in progress, spending part of our time on the newest piece, than playing some that we know better for the rest of the period.

In closing may I advise that if you attempt to organize a rhythm band, or improve on one, don't be disappointed with first results; keep on, you will learn with the children, and find the time happily and profitably spent.

SUGGESTED ARRANGEMENTS

Here are a few arrangements that I have worked out and find particularly useful:

A. Marine's Hymn

(Arranged by John W. Schaum for piano. Boston Music Co.)

Introduction: first five measures, the drums play.

The children do not sing this song, only the piano accompaniment is used, but the words are given here the more easily to illustrate the arrangement.

(Sticks and bells)

From the Halls of Montezuma

To the shores of Tripoli;

We fight our country's battles

In the air, on land and sea,

(Triangles and Castinets)

First to fight for right and freedom,

And to keep our honor clean;

We are proud to claim the title,

Of United States Marines.

(Drums)

Interlude: four measures

(Tambourines)

Our flags unfurl'd to every breeze

From dawn to setting sun;

We have fought in every clime and place

Where we could take a gun;

(Jingle sticks, sand blocks, maracas)

In the snow of far off northern lands

And in sunny tropic scenes;

You will find us always on the job

The United States Marines!

(Drums)

Postlude

B. "Pop Goes the Weasel"

(Piano accompaniment: Words may or may not be sung, as desired.)

(Tambourines)

All around the vinegar jug

(Sticks and bells)

The monkey chased the weasel,

(Sand blocks and maracas)

The monkey thought it was all in fun,

(Cymbal)

Pop!

(Jingle sticks)

Goes the weasel!

(Triangles)

Oh, I've no time to wait and sigh

No patience to wait until bye and bye,

(Drums)

So kiss me quick and say "Good-by,"

(Cymbal)

Pop!

(Castinets)

Goes the weasel!

C. "Hickory Dickory Dock"

(The teacher can sing the words if the children find this difficult at first; later, when they are familiar with the piece, piano accompaniment can be used.)

(Sticks and bells)

Hickory dickory dock;

(Castinet)

Tick-tock!

(Tambourines)

The mouse ran up the clock;

(Castinet)

Tick-tock!

(Triangles; on ONE the cymbals crash)

The clock struck ONE,

(Jingle sticks)

The mouse ran down,

(Drums)

Hickory dickory dock,

(Castinet)

Tick-tock!

"The Parade of the Wooden Soldiers" is a good piece for the rhythm band, and in three-four time simple waltzes as the "Golden Star Waltz," "St. Paul Waltz," or "Fairy Wedding," do very well.

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Catholic Home Economists Meet at St. Louis

Home economics teachers must live with today, stressed Rev. Trafford P. Maher, S.J., director of the department of education of St. Louis University, in addressing the tenth annual conference of the National Catholic Council on Home Economics.

Too often school administrators, living nostalgically in the past; they do not appreciate the sensitivity of home-economics courses in the total high school curriculum, but they regard home economics as a "pocket for people who cannot succeed in other (high school) work." Actually no apology is needed for home-economics courses if the teacher is living with today and getting people ready for tomorrow, he affirmed.

"The facts are that our culture has never changed as rapidly as now, yet the capacity to deal with change has not kept up," he continued. People are not directly changed by technological advances; however automation has had an indirect influence in lessening the sense of obligation to the home, on family memberships and interrelationships, he stated. Psychologically, the mother's role is changing rapidly and becoming more managerial as we move toward a matriarchal society. He advised teachers to think in terms of the double income and what it means to women at home. Approximately a third of American wives are employed full or part time outside of the home.

"With a four-day work week for men, fathers will have a more vital influence on their children. Boys will need home economic skills," asserted Father Maher. More leisure presents another problem in our changing society. "Americans handle leisure very badly," he explained, "because we are not comfortable in dealing with ideas."

Earlier, Very Rev. Paul C. Reinhart, S.J., president of St. Louis University, had welcomed some 240 nuns and lay teachers to the NCCHE conference held at Xavier High School, St. Louis, Mo., on June 23-24, 1957. The Catholic home-economics teachers spent two days studying the "Intellectual Approach to Human Values" under the guidance of prominent religious and lay leaders.

Weapons of Faith Needed

"Today's youth needs weapons not issued by any army depot, weapons of faith, courage, and a personal commitment to moral and human values," stated Rev. Robert J. Henle, S.J., dean of the graduate school of St. Louis University, in addressing a luncheon meeting. Although the home, Church, and elementary school can lay a foundation of moral principles, there are three steps in the formation of a strong human character, he explained. First, an intellectual grasp of moral principles; second, a personal commitment to them; and third, a sensitivity mediating between the intellectual understanding and the immediate human situation. Teachers should evoke an emotional response in their students and develop in them a "feeling for the good."

Advocate Case History Method

All speakers urged a case-history approach in studying human problems. Edna P. Amidon, director of home economics for the U. S. Department of Health, Education, and Welfare, Office of Education, urged that individual differences be stressed. Home economics is not a matter of teaching a specific skill or procedure. It is teaching problem solving and

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Catholic School Journal

choice making, she explained. "Help young people to see alternatives in doing things. Encourage creativeness and spontaneity in students. Education is needed to resist the pressures for everyone to be alike." A recommended method in consumer education is analyzing advertisements for their basic appeals.

In a group discussion on family relations, Miss E. McGinnis, Ph.D., advised teachers to work up a series of thought problems for students to answer on the basis of their own family training. "We cannot preach values in a vacuum," she emphasized. "We must talk about concrete situations (such as whether a young family should buy a home or a car), make decisions, and draw out values. Often there is a dichotomy between words and doing." It is important to stress the uniqueness of individual judgments in a situation. Teachers should not advocate one decision as the "only right way" to solve a problem, so that in later years, a student may feel guilty about following another course.

NCCHE Membership

NCCHE now has a membership of 640 home economics teachers in Catholic schools throughout the United States and Canada, according to the president, Sister Mary Juliette, O.P., Rosary College. Within the past year, NCCHE has promoted its goal of education for Christian family living by sponsoring research, adopting a new constitution, and publishing the *NCCHE Bulletin*. The newly elected president for 1957-59, is Sister Mechtilde, S.P., of St. Mary-of-the-Woods College in Indiana. General chairman of this year's convention was Sister Anselm, C.S.J., director of home economics education at St. Louis University. Applications for membership should be sent to Sister Mary Adrienne, NCCHE Treasurer, 325 North Park Road, LaGrange, Ill. Dues are \$2 per year.

School Finance: Its Theory and Practice

By William Everett Rosenstengel and Jefferson N. Eastmond (New York: The Ronald Press Company, 1957), 442 + vii pp., illustrated, \$6.50.

Rosenstengel and Eastmond have contributed an interesting and valuable addition to the limited, but growing, literature on school finance. In a practical and readable volume, the authors treat both school finance and school business administration; they have divided their analysis into four sections: (1) the principles of school finance, (2) the methods of financing public education, (3) the management of school funds, and (4) the management of special problems in school finance. This last section considers employee welfare, insurance, plant records, supplies, equipment, and transportation. Sixty per cent of the text is devoted to school business management.

Most readers will recognize the influence of

the senior author throughout the volume. Dr. Rosenstengel is coauthor of the basic study of the duties of school business managers published previously in the *American School Board Journal*, and he is, also, coauthor of a recent textbook in secondary school administration which places heavy stress on the responsibility of principals for school business administration and school plant management.

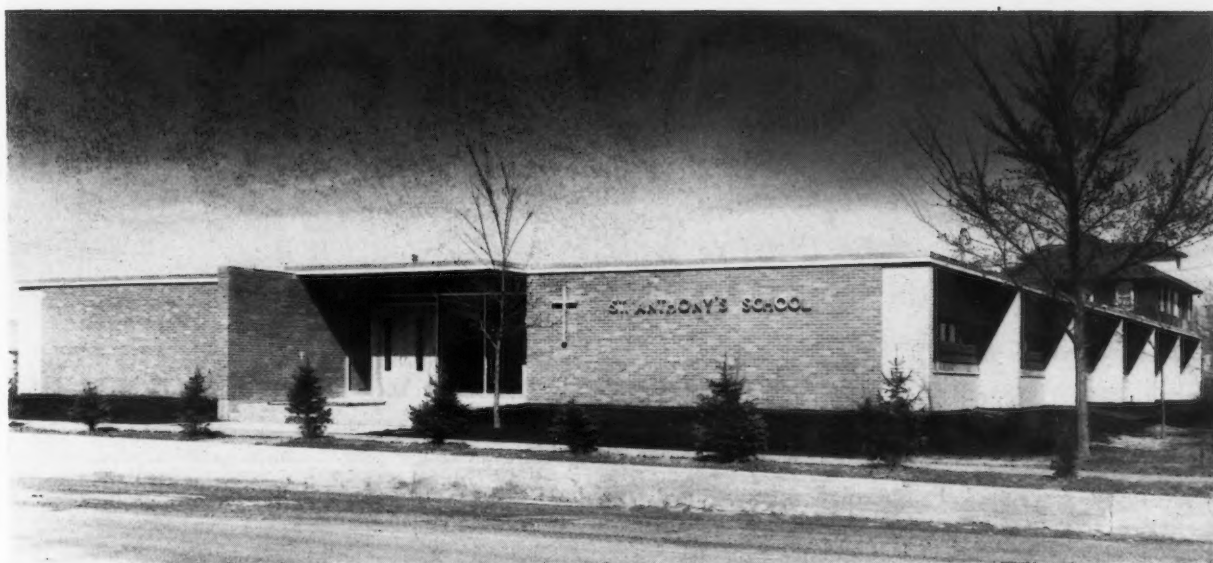
The authors obviously did not intend to present an exhaustive analysis of each facet of school business administration, but rather offer an introduction and overview of the many areas involved in school business management. This fact is also suggested by the rather brief bibliographies at the end of the chapters when more comprehensive listings could easily have been developed and might be desirable in a volume designed as a basic text. The authors do not take cognizance of the evolving role of the school business manager, although their text would presumably be used in training such specialists. The whole subject of cost studies is dismissed in a single paragraph. Specific concepts like cash, accrual and/or modified accrual basis for accounting are not defined; single versus double entry bookkeeping is not mentioned, nor are definitions distinguishing equipment and supplies included.

The chapter on financial accounting is based extensively on *Financial Accounting*, U. S. Office of Education, Circular 204 (revised August, 1948). This circular has been replaced (as of February, 1957) with a new handbook, *Financial Accounting for Local and State School Systems: Standard Receipt and Expenditure Accounts*. A modest delay in the release of this text in school finance would have made it possible to incorporate the appropriate changes of the new manual into the book. As a result, the Rosenstengel-Eastmond book does not incorporate the benefits of this five-year study of School Accounting sponsored by the U. S. Office of Education.

It is unfortunate, also, that the authors have overlooked the outstanding contribution of the Association of School Business Officials of the United States and Canada to the areas discussed in their book. The annual proceedings of ASBO; their monthly publication, *School Business Affairs*, and special committee publications are landmarks in school business management that should be consulted by every administrator and cited and used as references by writers in the field.

On the other hand, the entire volume is profusely illustrated with forms which can be employed to preserve data essential in recording school revenues and expenditures. The extensive attention to forms which facilitate school business management is an especially valuable feature of this volume. The chapters pertaining directly to school finances are presented in a compact, interesting manner, and without the laborious detail frequently characterizing this type of discussion.

Rosenstengel and Eastmond have written a readable textbook, profusely illustrated, of major value to administrators who are primarily interested in a brief introduction to school finance and a general familiarity with school business management. The limitations inherent in this volume restrict its value for the practitioner or for use in specialized courses designed to train school business managers.



St. Anthony's School, Linton, N. Dak. Designed by Bernard Hillyer, Bismarck, N. Dak.

— Photo by Koeppen's Studio, Linton, N. Dak.

St. Anthony's Parish School, Linton, North Dakota

A Modern Parish School in the West

On May 5, 1957, Most Rev. Hilary B. Hacker, Bishop of Bismarck, blessed the new St. Anthony's parochial school at Linton, N. Dak.

The single-story, fireproof, concrete-block structure, with brick and glass-block exterior, contains nine classrooms, a library, and the usual accessories including the furnace room. The building is 150 feet long and 83 feet wide, with the entrance at the west end of the main corridor. The office rooms are to the right of the front entrance and the library to the left. Classrooms are on either side of the corridor which extends to the east end of the building. The future addition of a high school will fit into the plans.

The architect of St. Anthony's School was Bernard Hillyer of Bismarck. The capacity of the building is approximately 350 pupils. The total contract cost was \$116,938.75. With 11,500 square feet and 105,500 cubic feet of space, this cost would be about \$10.17 per square foot and \$1.11 per cubic foot.

The flat roof has a 4-inch wood deck foundation on laminated beams. Floors are

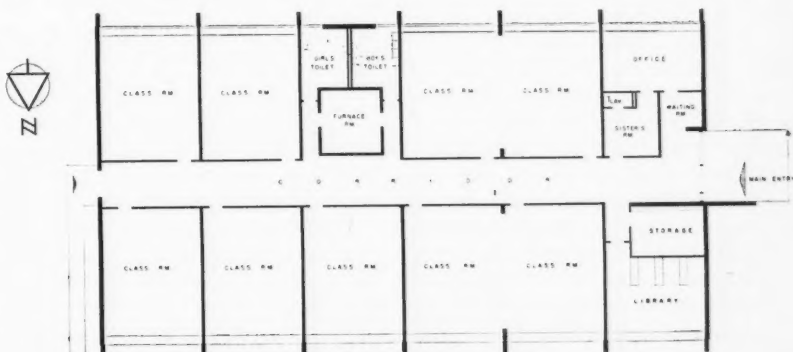
covered with asphalt tile and walls of the toilet rooms are finished in glazed tile.

Warm-air, forced-circulation heating is provided by nine oil-fired furnaces and each classroom has its own control.

St. Anthony's first school was opened in 1945 when the old courthouse was purchased by the parish, moved to its present location, and remodeled for school purposes. Then there were four teachers and

117 pupils. Since that time enrollment has more than doubled; it is the largest enrollment for a grade school in the county. Last year there was added a ninth grade and a tenth grade is planned for the fall of 1957.

The school is in charge of the Sisters of the Precious Blood whose mother house is at Dayton, Ohio. Rev. Charles Meyer, C.P.P.S., is pastor of St. Anthony's Parish.



Floor plan of St. Anthony's School. There are nine classrooms for the present elementary and junior-high-school grades, and the building may be extended to provide for a complete high school in the near future.



Archbishop Ryan Memorial High School, Omaha, Neb. Designed by Leo A. Daly Co., Architects and Engineers, of Omaha, St. Louis, and Seattle.

Archbishop Ryan Memorial High School, Omaha, Nebraska

A Comprehensive High School Plant

Contracts totaling \$2,108,876 have been accepted for immediate construction of the Archbishop Ryan Memorial High School in Omaha, Neb. The contracts were accepted jointly by Most Rev. Gerald T. Bergan, Archbishop of Omaha, and Mother M. Corona, O.S.F., superior general of the School Sisters of St. Francis in Milwaukee, Wis. The School Sisters of St. Francis will own and administer the co-educational high school. Architects for the one-, two-, and three-story school are the Leo A. Daly Company of Omaha.

Complete Facilities

Archbishop Ryan Memorial High School, the first major Catholic high school in Omaha, will serve the southwest area of the city. The school, which will accommodate between 1000 and 1200 students, is located on a 30-acre tract. It will contain 40 teaching stations including a gymnasium which will seat 1200 spectators and can be used as an auditorium; plus a homemaking department, business education department, science laboratory, art department, and shop facilities. A library will have space for 10,000 books and a seating capacity of 100 students.

The new building will include a cafeteria and kitchen equipped to serve 1200 pupils and seat from 300 to 400 at one time. An instrumental music practice room and a vocal music practice room will also be contained in the building. An administration section will contain offices for the principal and counselors. A convent to house the teaching Sisters is connected to the main building by a covered walk. Distance from the south extremity to the north extremity is about 700 feet. The main building is 400 feet long.

Construction Features

The building will be heated from a low-pressure steam plant. The heat will be distributed in the classroom areas by unit ventilators and by air-handling units in the large group areas. All instructional areas will be lighted by fluorescent lighting.

The three-story classroom portion features an aluminum and porcelain panel window wall. The gymnasium section is brick exterior with large window areas opening into the gymnasium on the north side only. The interior will feature floors of asphalt tile in all instructional areas, and ceramic tile floors in the toilets and

locker rooms. Walls will be plaster in instructional areas and glazed tiles in corridors, toilets, and locker rooms. Ceilings are acoustical plaster throughout the entire building.

The building is designed for future expansion to the classroom section. It is also designed for future expansion of a separate auditorium. These expansion projects would bring the capacity of the building up to about 1500 or more students.

In conjunction with the school building, the 30-acre plot is being developed into parking areas, athletic-play areas, and football field. A rectory will be located directly behind the main building.

Parish Records Microfilmed

Mounds and mounds of parish records were recently translated into three rolls of film at St. Patrick's Parish, Jersey City, N. J. Monsignor James A. Hamilton, pastor of the parish had the 17 books of parish records, which go back to 1870, microfilmed to insure them against deterioration and to abolish their storage problem. The process took less than two days and the parish now has a permanent and easy-to-read record of the baptisms, marriages, First Communion, and Confirmations which have taken place at St. Patrick's in the past 86 years.

The School Insurance Portfolio

V. Additional Types of Property Insurance

Protection against damage and loss from fire and allied circumstances does not constitute a complete program of property insurance. Several additional areas of property protection should be considered if the school insurance portfolio is to be adequate in the event of normal property destruction. Administrators in Catholic institutions should also consider these types of property coverage: burglary, robbery, and theft insurance, boiler insurance, and glass insurance.

1. Burglary, Robbery, and Theft Insurance

An increased number of illegal entries into school property in the post-World War II period focused special attention on the importance of burglary, robbery, and theft coverage in the school insurance portfolio. The increased value of movable properties in the school plant today also constitutes a major consideration in the adequacy of coverage in the event of loss by burglary, robbery, or theft. The three terms each represent a shade of legal difference in the meanings attached to them. Burglary as defined in the Storekeeper's Burglary and Robbery Policy covers: "The felonious abstraction of such property from within the premises by any person or persons making felonious entry therein by actual force and violence when the premises are not open for business, of which there shall be visible marks made upon the exterior of the premises at the place of such entry by tools, explosives, electricity, or chemicals." The important factor here is necessary evidence of forced entrance by unlawful means. The same policy defines robbery as "Felonious and forcible taking of insured property (1) by violence inflicted upon a messenger or custodian, (2) by putting him in fear of violence, (3) by any other overt felonious act committed in his presence and of which he was actually cognizant, provided such act was not committed by an officer or employee of the insured, or (4) from the person or direct care and custody of a messenger or custodian, who has been killed or rendered unconscious by injuries

**Brother Leo V. Ryan,
C.S.V.**

College of Business Administration
Marquette University
Milwaukee, Wis.

EDITOR'S NOTE. This is the fifth and last of the author's series of articles on the School Insurance Portfolio. No. I, the Introduction appeared in March and April, 1956; No. II, Public Liability Insurance, June, 1956; No. III, Employee Insurance Programs, October and December, 1956; No. IV, Property Insurance — Fire, January, 1957.

inflicted maliciously or sustained accidentally." Theft is a broader term covering employees and guests who normally have access to school property, but who misappropriate it for their own use. The element of violence is not a necessary part of the theft.

If your school needs limited or extensive property coverage, the type of insurance to be preferred depends on a number of factors. School inventory and contents evaluation of movable property will serve to determine the amount of coverage necessary. A study of present practices designed to protect money, securities, and other property should also be considered. This survey would include an analysis of safe and vault facilities, the banking habits of the school business offices, the filing location of bonds, securities, insurance policies, licenses, and similarly valuable documents, the use of night depositories, night watchmen facilities, and the school alarm system. These factors will also help determine the size needed in the insurance policy.

2. Boiler Insurance

Boiler insurance probably represents one of the least understood of the casualty insurance lines. Boiler insurance covers unpreventable losses due to explosion or rupture, but not those explosions due to defects which may be discovered and remedied. Nearly all casualty insurance companies employ a standard policy form

which provides for extensive inspection service. This inspection service is probably one of the most valuable aspects of the insurance policy. The inspection intends to detect potentially hazardous conditions which might exist within the equipment employed in the school for the purpose of making recommendations that repairs be initiated in order to avoid accidents.

The standard policy agrees to cover: (1) loss on property of the insured directly damaged by an accident (as defined in the policy) to any insured boiler, pressure vessel, machine, or other piece of apparatus; (2) for the reasonable extra cost of temporary repair and of expediting the repair of such damaged property; (3) such amounts as the insured shall become obligated to pay for his liability for the damage to property of others caused by the accident; (4) such amounts as the insured shall become obligated to pay for his liability for bodily injuries, including death, suffered by members of the public because of the accident; and (5) for additional indirect losses, such as business interruption, and consequential loss of business as provided for by endorsement. A greater portion of the premium dollar is spent on the protective service in the case of boiler insurance than for payments of direct losses. The occasion of a visit by the inspector to examine the power plant should be viewed by the principal as an additional phase of the school safety program. Engineering advice and periodic inspection should be recognized and welcomed as one of the major returns for the premiums expended for boiler insurance.

3. Glass Insurance

If you will reflect for a moment, the extent of glass breakage in a school within a calendar year is generally extensive. Glass breaks easily, and a great variety of circumstances contribute to glass breakage in a school. Insurance companies have adopted a comprehensive glass policy. The policy agrees to pay the school what it would cost to repair or replace glass similar to the broken or damaged glass. Payment is on the basis of the value of the

glass at the time of loss. Of course, additional endorsements are available to the basic glass policy. Loss by fire and loss due to war, invasion, civil war, insurrection, rebellion, and revolution are the only cases of damage to insured glass not covered by the basic policy.

The volume of glass insurance is limited, so the rates are relatively high. A conversation with your insurance broker will indicate that glass insurance is classified by the type of glass and by its use and position in the building. Rates vary for each of these factors. Each factor such as glass measurement or its classification, such as plain, plate, clamped, ornamental, lettered, designed or tempered glass, and its uses in the exterior, interior, or for special classification such as, showcases, shelving, and counters are all factors that are considered in determining the insurance rate.

Whether your school insurance portfolio includes these three types of special property coverage will depend very much on local circumstances. A careful analysis of

your school situation and the value of the property at stake will determine the necessity for Burglary, Robbery, and Theft Insurance. Every school should make provision for Boiler Insurance, if only to avail themselves of the expert engineering advice and periodic inspections which form the major part of this policy. Many schools carry no glass insurance. Experience has taught them that the cost of replacement would be less expensive than the annual premiums. The matter of glass insurance is one phase of the insurance portfolio which must be discussed in detail with the school insurance broker.

A review of the recommendations and suggestions for insurance coverage in the vital areas of school responsibility to the public, pupils, personnel, and property which have appeared in the articles of this series, can serve as the basis for the development of a complete and comprehensive program of coverage with great value to a Catholic secondary school regardless of its location or of its size.

Building News

IN ARKANSAS

Immaculate Heart of Mary Convent, Pocahontas

A new convent has been built and blessed for the Olivetan Benedictine Sisters located at Pocahontas, Ark. Replacing the order's 70-year-old log convent is a new red brick structure.

The edifice has a spacious recreation room, an ample library, 20 private bedrooms, all finished in different hues; three baths, four showers, two guest bedrooms, and a guest dining room. The chapel has limed oak furnishings and the rest of the building's equipment is in line with its modern construction. Floors are of hardwood and inlaid tile and the building is heated by two gas furnaces.

IN CONNECTICUT

Felician Sisters' Mother House, Enfield

A new and larger center has been built in Enfield, Conn., for the Felician Sisters of Our Lady of the Angels province. It is a three-story, E-shaped structure with a chapel at its center.

North and south wings of the building contain administrative offices and living quarters for the Sisters, including community and chapter rooms, libraries, study rooms, reception rooms and parlors, dining rooms, and recreation rooms. Kitchen, pantries, laundry and mangle rooms, storage facilities, equipment rooms and boiler room are also located in these wings.

The cruciform central section comprises a basement level auditorium, first floor and balcony chapels. The nave provides accommodations for 300 persons; and the Sisters' chapel, situated on the opposite side of the sanctuary, seats 192 Sisters on the first floor level, with additional seating in the organ balconies and Sisters' choir.

St. Casimir's Convent, Terryville

The Sisters serving St. Casimir's parish, Terryville, Conn., moved into a new convent in May. It is a two-story colonial building which contains living space for five Sisters with refectory, parlor, community room, kitchen, and laundry. The chapel will seat 12 Sisters.

IN ILLINOIS

Marquette High School, Alton

Dedication ceremonies were held, May 19, at Marquette High School, Alton, Ill., to bless a new addition to the school. Provided in the new building are a gymnasium-auditorium, cafeteria, social room, choral room, and the heating plant for both the old and new buildings.

St. Paul's Grade School, Highland

A \$400,000 grade school was completed early this year at St. Paul's parish, Highland, Ill. Dedication ceremonies were held in April but the building was not opened for use until this fall.

In addition to ten classrooms, the new building contains a multi-purpose room, a chorus room, a band room which will eventually be used as a cafeteria, a large library, health room, superior's office, a faculty lounge and a speech correction room.

The exterior of the building is yellow brick trimmed with Bedford stone. Large aluminum spandrels reach across the length of the building on the north and south side.

IN IOWA

Sacred Heart School, Rockwell

A new Sacred Heart school and convent were formally dedicated on May 19 at Rockwell, Iowa. The school, a one-story brick structure, is in a modified U shape. It provides

classrooms, an office, a library, and a gymnasium-auditorium. Its 24 by 32 classrooms feature one wall of glass, two large storage closets, and heating units with individual thermostats. The gymnasium-auditorium is 86 by 40 with a stage 40 by 20. Adjacent to the gymnasium and separated by a serving counter is a modern fully equipped kitchen.

The convent built to accommodate five Sisters, contains a visitors' parlor, community room, dining room, kitchen, utility room, and sleeping rooms.

IN MARYLAND

All-Steel School

A one-story all-steel elementary school has been built at Mother Seton parish, Emmitsburg, Md. Built at a cost of \$366,000, it is a 12-room structure with "sandwich steel" walls that are three inches thick and will withstand earthquakes, hurricanes, and bitter cold. The new school is a continuation of the oldest parochial school in the U. S., established on the site in 1809 by Mother Elizabeth Ann Seton.

IN MINNESOTA

St. Mary's College, Winona, Minn.

A three-story science building valued at \$540,000 was completed in May at St. Mary's College, Winona, Minn. Designed to serve all three of the college's major science departments—biology, chemistry, and physics, each of the floors is devoted to a specific department.

The first floor houses the student and faculty lounges and some of the following biology facilities: a tiered lecture room, a physiology laboratory, two general biology laboratories, a botany laboratory, a library, an X-ray room, a darkroom, and four offices. The second floor contains general physics, optics, electronics, modern physics, and physical science laboratories in addition to a shop radio room, two classrooms, and an office. The third floor features freshmen laboratories, two lecture rooms, a stock room, physical chemistry, organic and analytical chemistry laboratories, three offices, an instrument room, and two balance rooms.

IN NEW JERSEY

St. Joseph's School and Center, Mendham

A \$175,000 school building was built for \$50,000 by the members of St. Joseph's parish, Mendham, N. J. The men of the parish, with the co-operation of the local unions, put in 42,600 hours of labor and handled every detail of construction including carpentry, painting, masonry, electrical work, plumbing, heating, landscaping, and grading. The building, serving as a school and parish center, was formally dedicated on June 9.

Assumption of the Blessed Virgin Parish, Morristown

A new parish school was formally dedicated, March 17, at Assumption of the Blessed Virgin parish, Morristown, N. J. It is a one- and two-story building with the school section containing 16 classrooms and various facilities in its two floors. At present there are somewhat more than 500 pupils in the school but facilities can provide accommodations for approximately 700, including kindergarten children. The auditorium seats 1000 persons. Directly to the south is located the cafeteria with entrance from the lobby, auditorium, and school corridor. The cafeteria will seat 250 persons and can be closed off from the school if desired.

Catholic Education News

HONORS AND APPOINTMENTS New Superintendent in Chicago

Rt. Rev. Msgr. Daniel F. Cunningham, who has served for 30 years as archdiocesan superintendent of schools at Chicago, has retired from that office to devote his whole time to St. Angela's Parish of which he has been the pastor since 1946.



Rt. Rev. Msgr. Daniel F. Cunningham who has served 30 years as archdiocesan superintendent of schools at Chicago.

VERY REV. WILLIAM E. McMANUS, who, since, 1945, has been assistant director of the department of education of the NCWC at Washington, D. C., has been recalled to his own Archdiocese of Chicago to succeed Msgr. Cunningham as archdiocesan superintendent of schools.

Msgr. Cunningham was born in Chicago in 1895. He studied at Ignatius High School, Chicago; St. Mary's Seminary, Baltimore; and the Sulpician Seminary in Washington, D. C.

Msgr. McManus was born in Chicago in 1914. He studied at the Chicago seminaries, Quigley and St. Mary of the Lake, and at the Catholic University of America.



Very Rev. Msgr. Wm. E. McManus
Superintendent of Schools
Archdiocese of Chicago

President of Clarke College

SISTER M. BENEDICT, B.V.M., is the new president and superior of Clarke College, Dubuque, Iowa. She has been chairman of the departments of education and psychology at Mundelein College in Chicago. She is a graduate of Clarke College and has an M.A. from the University of Southern California and a Ph.D. from the Catholic University of America.

Sister M. Benedict is the 12th president of Clarke College, founded in 1843, the oldest Catholic women's college west of the Mississippi River.

Marian Library Medal

REV. JUNIPER B. CAROL, O.F.M., founder and first president of the Mariological Society of America and editor of *Marian Studies*, has received from the Marian Library at Dayton, Ohio, the 1957 Marian Medal in recognition of his recent book *Fundamentals of Mariology*.

Queen Honors Nun

SISTER M. JAMES, superior of the Marist Missionary Sisters at the Hansen Home for lepers, Spanish Town, Jamaica, has been decorated by Queen Elizabeth II for her work among the lepers. Sister M. James, who was born in Philadelphia, Pa., was made an honorary member of the British Empire in the annual "Queen's Birthday List."

(Continued on page 36A)

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Catholic Education News

(Continued from page 35A)

Marian School Inspector

BROTHER JOHN MCCLUSKEY, S.M., has been appointed inspector of schools of the Province of the Pacific of the Society of Mary. He succeeds BROTHER JAMES WIPFIELD, S.M., who retains the office of provincial treasurer formerly combined with that of inspector. Brother McCluskey will also continue to be superior of the Marianist scholasticate at St. Mary's College at Moraga, California.



Brother John McCluskey, S.M.
Inspector of Schools, Society of Mary
Province of the Pacific

McNeill Leaves Pflaum Firm

CHARLES J. MCNEILL, former president of the Catholic Press Association, has resigned his position as general manager of Geo. A. Pflaum Publishers, Inc. His resignation became effective July 31.

Catholic Book Club Award

PAUL HORGAN, novelist and historian was awarded, May 2, the 1957 Campion Award given annually by the Catholic Book Club for "long and distinguished service in the cause of Catholic letters." Mr. Horgan, who lives in Albuquerque, N. Mex., won the Pulitzer Prize, the Bancroft Prize, and the Collins Award of the Texas Institute of Letters for *Great River*, a two-volume historical work on the Rio Grande published in 1954.

Originated by the Rev. Harold C. Gardiner, S.J., editorial chairman of the Catholic Book Club, the Campion Award went last year to HELEN CONSTANCE WHITE and in 1955 to JACQUES MARTAIN.


New 'Tidings' Editor

VERY REV. MSGR. PATRICK J. ROCHE, assistant superintendent of Los Angeles archdiocesan schools has been named editor of the *Tidings*, newspaper of the Archdiocese of Los Angeles. He succeeds RT. REV. MSGR. WILLIAM E. NORTH, editor since July, 1949.

Priest Receives Rare Degree

REV. JOSEPH M. SNEE, S.J., professor of law at Georgetown University, is the first priest to receive the degree of Doctor of Juridical Science from Harvard University and is believed to be only the second priest in the nation to receive this degree. He has been admitted to practice before the U. S.


(Continued on page 38A)

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John Blackhall Smith, Supt. of Schools, Lexington, Mass., says: "We are very pleased with Samsonite furniture and are particularly delighted with the colorful appearance. To date we have had no maintenance problem, and in general, Samsonite furniture gives the classroom an enjoyable appearance."

Catholic Education News

(Continued from page 36A)

District Court of Appeals for the District of Columbia; U. S. Court of Military Appeals; the U. S. Court of Claims; the U. S. Emergency Court of Appeals; and the U. S. Supreme Court.

New Public Relations Director

BROTHER WILLIAM, O.S.F., has been appointed director of public relations for Saint Francis College, Brooklyn, N. Y. Brother William received his bachelor's degree from St. John's University School of Commerce and his master's degree in business administration from New York University. He is

chairman for the Eastern unit, Catholic Business Education Association and is a member of its national executive board. He is also a member of the executive board of the Pitman Commercial Teachers Association and is executive secretary of Saint Francis College Alumni.

Sister Formation Leader Honored

SISTER M. EMIL, I.H.M., received, on June 11, the De La Salle Medal, an honor awarded on rare occasions by the Manhattan College board of trustees for outstanding contributions to education. She was given the medal for her work with the Sister Formation, a committee of the College and University Department of the National Catholic Educational Association, which seeks to promote the advancement of the religious, cultural, and professional formation of the Sisters on pre-service and in-service levels.

Awarded only three times previously to His Eminence Francis Cardinal Spellman, Archbishop of New York; the Hon. John F. Brosnan, vice-chancellor of the University of the State of New York, and the late Very Rev. Archbishop Edwin V. O'Hara, of Kansas City, Mo., this is the first time the medal has been awarded to a nun.

Noted Sociologist Retires

DR. NICHOLAS S. TIMASHEFF, noted sociologist and authority on the Soviet Union, has retired from the graduate faculty of Fordham University. Dr. Timasheff, author of 13 books and more than 100 articles, has lectured at more than 50 universities in the United States and Europe. His studies on the changes in the social structure of Russia since the Revolution and of religious development in Russia are considered authoritative.

A native of Leningrad, Dr. Timasheff became a naturalized citizen in 1943. He lectured at Harvard University from 1936 to 1940 when he became associated with Fordham University.

AD MULTOS ANNOS

★ BROTHER MAX BEYER, S.M., celebrated, on May 11, his 70th anniversary as a Marianist Brother. Fifty of Brother Max's years as a religious were spent in teaching.

★ MOTHER TERESA MARY, prioress of Corpus Christi Carmel, Duluth, Minn., observed, on April 22, her 25th anniversary as a religious. During her years as a Carmelite, Mother Teresa Mary has filled various offices. She served as superior of the Scottsbluff community and engaged in catechetical work and social welfare among the Mexicans in Nebraska. She was also the first superior of the Johnstown, Pa., Carmel, St. Anthony's parish, Johnstown, Pa., and superior of the mother house in Spain, Trinidad; St. Teresa's guest house, Middletown, N. Y., and St. Joseph's retreat house, Middletown, N. Y.

★ Four Providence College Dominicans celebrated, on May 20, their 25th anniversary in the priesthood. They are: REV. WALTER A. MURTAUGH, O.P., who is chairman of the physics department at the college; REV. JOHN C. RUBBA, O.P., professor of Spanish, who has been at the college since 1938 and is moderator of the Third Order of St. Dominic; REV. PHILIP C. SKEHAN, O.P., political science professor; and REV. EDWARD L. SKELLY, O.P., a member of the department of English.

REQUIESCANT IN PACE

● RT. REV. MSGR. PAUL J. GLENN, rector of the College of St. Charles Borromeo, a minor seminary located in Columbus, Ohio, died, April 27, at the age of 63. Msgr. Glenn had given several talks on the Catholic Hour on NBC radio and was noted as a writer of philosophy texts.

● RT. REV. MSGR. NICHOLAS BRUST, procurator of St. Francis Major Seminary, Milwaukee, Wis., died, March 28, at the age of 82. From 1903 to 1921, Msgr. Brust taught physics and chemistry at Pio Nono College, now the seminary's minor department. In 1921, he became procurator of the major seminary. He held that post until his death.

● MOTHER M. LOYOLA, associate dean of the College of New Rochelle, New Rochelle, N. Y., for 20 years until her retirement in 1941, died, May 13, at the age of 88.

● DR. GEORGE W. MATHESON, a cofounder and dean emeritus of St. John's University School of Law, Brooklyn, N. Y., cofounder

(Continued on page 42A)

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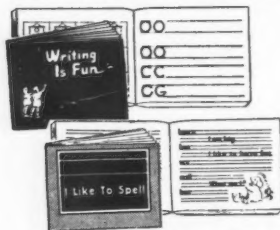
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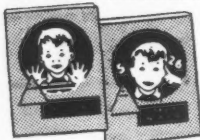
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Catholic Education News

(Continued from page 38A)

of the downtown division of the University, and dean of the faculty of law from 1925 to 1951, died, April 28, at the age of 62.

● **MOTHER M. AQUINAS, O.P.**, a mother general of the Sisters of St. Dominic died, May 10, at the age of 78. She had been mother general of a Dominican congregation for 12 years, directing the work of 540 Sisters teaching in New Jersey, Massachusetts, Connecticut, and Alabama including the Sisters at the Caldwell College for Women, Caldwell, N. J. During her administration she opened 12 parish schools in northern New Jersey.

● **REV. EDWARD F. MAGUIRE**, founder of the first Columban Fathers' house in both San Francisco and Brooklyn died recently at the age of 70.

● **BISHOP FRANK A. THILL** of Salina, Kans., who helped organize the Catholic Students' Mission Crusade died May 21, at the age of 63. Bishop Thill was known for promoting vocations and church activities in rural life. He was also noted as an educator. He had served as professor of sacred eloquence and mission science at Mount St. Mary's Seminary and as professor of rhetoric and public speaking at St. Gregory's Preparatory Seminary, Cincinnati.

● **REV. MATTHIAS J. VANDER ELSN, O.P.R.A.M.**, the oldest Norbertine priest in the United States and widely known composer of

church music, died, July 8, at the age of 87. Father Vander Elsen was particularly noted for the music of the Mass of St. Norbert which he composed and published in 1905. He composed several other Masses, a Christmas cantata, hymns and antiphons in honor of the Blessed Sacrament, and a complete set of Introits, Graduals, Offertories, and Communions for every Sunday and major feast day of the Church year.

● **BROTHER BERTIN JOHN**, a member of the Christian Brothers order for 59 years, died, July 3, at the age of 87. Brother Bertin John entered the novitiate of the Christian Brothers at Troy, N. Y., in 1898 and retired as a teacher in 1942, after having taught in New York, Albany, Providence, and Detroit. His last post was at St. Joseph's Normal Institute, Barrytown, N. Y.

● **REV. WILLIAM R. CLARK, O.P.**, head of the sociology department at Providence College, Providence, R. I., died in June of this year, at the age of 50. Father Clark was the recipient of a "Family Action Award" from the National Catholic Welfare Conference Family Life Bureau for "outstanding contributions to the family apostolate."

● **REV. MICHAEL A. CLARK, S.J.**, noted Jesuit administrator, educator, and retreat master, died, July 11, at the age of 75. During his career, Father Clark taught at St. Francis Xavier High School, and Fordham University, New York; served as principal of Canisius High School, Buffalo; Loyola High School, Baltimore; as pastor of St. Francis Xavier Church, Manhattan; as general prefect of studies in Jesuit high schools in the New York-Maryland Province; and as vice-rector of St. Peter's Prep, N. Y. He also did retreat

work from 1946 to 1950 and from 1954 to his death.

● **SISTER SUSANNE MARIE VACHON**, president of Fontbonne College, St. Louis, Mo., died, June 25, at the age of 52. Sister Susanne was registrar at Fontbonne from 1931 to 1951. In 1951 she was made dean of the College of St. Teresa, Kansas City, and in 1954 she returned to Fontbonne to act as president of the college. In June, 1955, Sister Susanne was one of the two nuns throughout the nation selected to attend an institute for college presidents at Harvard University.

● **PIERRE J. MARIQUE, Sr.**, professor emeritus of education at Fordham University, died recently at the age of 85. Professor Marique had taught at Seton Hall College, Columbia University, Mount St. Vincent's College, City College, and the Jesuits' St. Andrew-on-the-Hudson Novitiate, Poughkeepsie. He was the author of three volumes of the *History of Christian Education*, and the *Philosophy of Christian Education* which have become standard texts and reference works throughout the country. He was also a contributor to the *Catholic Encyclopedia* and the Jesuit publications *Thought* and *America*.

● **REV. JOHN J. GEOGHAN, S.J.**, retreat master and veteran educator, died, April 3, at the age of 82. Father Geoghan had conducted retreats for Catholic priests and nuns since 1940. He had been professor of classics at Holy Cross College and at the Jesuit House of Studies, Poughkeepsie, and philosophy professor at Loyola College, Baltimore. He was also prefect of studies and rector of Boston College High School.

(Continued on page 44A)



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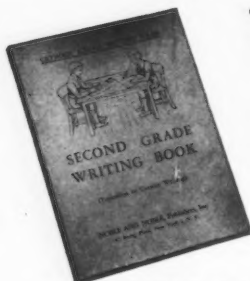
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Catholic Education News

(Continued from page 42A)

● **RT. REV. MSGR. HUGH F. BLUNT**, pastor of St. John the Evangelist Church Cambridge, Mass., and former member of the staff of *The Pilot*, Boston archdiocesan newspaper, died recently at the age of 80. Msgr. Blunt was well known as a contributor to Catholic magazines and for eight years was chief editorial writer for *The Pilot*. He was the author of more than a score of books in prose and verse. His chief hobby was the collection of books on Cardinal Newman. He gave a collection of nearly 1000 volumes to Regis College, Weston, Mass.

● **MSGR. R. VINCENT KAVANAGH**, president of Carroll College, Helena, Mont., died, April 1, at the age of 51. Msgr. Kavanagh had taught English and psychology at Carroll College before being named president in 1951. He had been president of the Foundation of Montana Private Colleges and a member of committees of the National Catholic Educational Association, and other groups.

● **REV. WILLIAM B. BUTLER**, former assistant superior of the Northeast Philadelphia Roman Catholic high school, where he was stationed from 1927 to 1951, died, March 21, at the age of 54. He had been assistant superior and spiritual director of Oblates Scholasticates at De Chantal Hall, Lewistown, N. Y., since last year. From 1951 until 1956, he was superior and principal at de Sales high school, Lockport, N. Y.

● **BROTHER MICHAEL S. TUOHY**, of the Christian Brothers of Ireland, teacher and administrator in the Catholic elementary and secondary schools for 54 years, died, April 4, at the age of 70. Born in Ireland, Brother Tuohy began his teaching career in 1921 as principal of Iona Preparatory School, New Rochelle, N. Y. He taught in schools in Seattle, Chicago, and Butte, Mont., from 1925 to 1952 when he returned to Iona. In 1954 he was named librarian at Iona.

PUBLIC SCHOOL RELATIONS

Saying of Grace Forbidden in Schools

Grace before meals in public schools has been ruled a violation of the state constitution in Fresno, Calif. Fresno County Counsel Robert Wash ruled that prayers before meals violated constitutional provisions prohibiting the teaching of religion in schools. He said, however, that it will be left up to school authorities to make their own decisions in borderline cases.

Connecticut Passes Favorable Bus Bill

A bill permitting Connecticut municipalities to decide for themselves whether to provide bus transportation for children attending non-profit private schools was signed into law in June. The chief beneficiaries are about 70,000 children attending Catholic schools in the State.

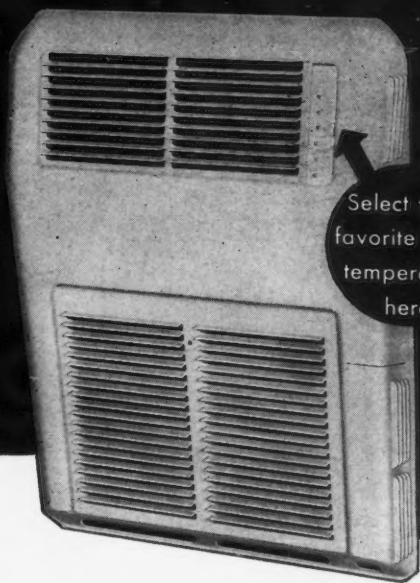
Posting of 10 Commandments Barred

The New York State Commissioner of Education has ordered a Long Island school district not to post the "Public School Ten Commandments" in its classrooms. Commissioner James E. Allen, Jr., acted in an appeal by Emmanuel M. Belman, who requested that the New Hyde Park school district in Nassau County be prevented from

(Continued on page 46A)

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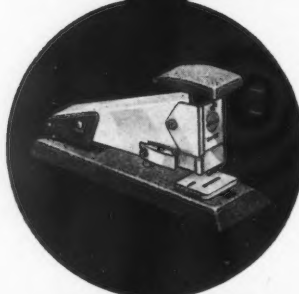
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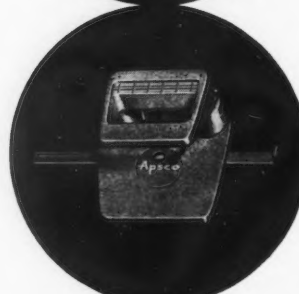
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Catholic Education News

(Continued from page 44A)

posting plaques in each classroom bearing an "interdenominational" version of the Commandments.

Mr. Belman said the posting of the "Public School Ten Commandments" endangered the public school system by threatening to destroy the principle of separation of Church and State.

Free Textbooks in Oregon

All parochial, private, and public schools in Oregon will receive free textbooks as the result of a measure passed by the legislature and signed by Governor Robert Holmes. Until now only schools meeting state physical standards were entitled to free textbooks. Many schools, public and parochial, cannot meet these standards because of overcrowded conditions.

Released Time Discontinued

Children of Minnetonka, Minnesota, school district number 7 will not be released from school for religious instruction during the coming school year. By a voice vote, the school board decided, 4 to 1, to drop the released time provision which has been in effect since 1949. Pastors of two Catholic churches in the district as well as representatives of a majority of Protestant churches had asked that the program be continued.

Released-Time Classes Larger

An increase in the number of Boston public school pupils who are taking advantage of the released-time program to receive religious instruction has been reported by Asst. Supt. of Schools, Frederick J. Gillis. Mr. Gillis related that there now are 18,956 students, or 73.5 per cent of the total enrollment in participating grades, receiving the training. He added that a year ago the figures were 18,914 or 73.4 per cent of the enrollment.

Businessmen Favor Religious Education

The Christian (nonsectarian) businessmen's committee of Miami recently issued a statement supporting reading of the Bible and religious education in Dade County public schools. William Stocking, committee chairman, said Church-State separation is not threatened while there is no dominant denomination. "In a generation or two, we will be following the way the Roman Empire and other nations and civilizations have gone who forgot God and crowded Him out of their national life and government," he said. "We are considered a Christian nation, yet less than half of our people make any profession of the Christian faith."

Free Health Exams Ordered

New York State education Commissioner James E. Allen, Jr., has ordered three Westchester County communities to pay for health services given to children from their area who attend St. Joseph's parochial school in Bronxville, N. Y. In 1953 the New York legislature made it obligatory for home districts to pay the costs of health services for children attending private schools outside the home districts. Mr. Allen's order was issued after a hearing in which school board officials of the three communities around Bronxville were charged with being delinquent in their payments.

(Continued on page 50A)

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Catholic Education News

(Continued from page 46A)

COLLEGES & UNIVERSITIES

Numerous Colleges and Universities Change Faculties

St. Edward's University, Austin, Texas:

BROTHER RAYMOND FLECK, C.S.C., is the new president of St. Edward's University, Austin, Tex.

Brother Raymond, who has been a professor of chemistry, is only 30 years old, one of the youngest presidents of a university. He is the third president of St. Edward's since the Brothers of the Holy Cross took over the institution eleven years ago.

Mundelein College, Chicago, Ill.:

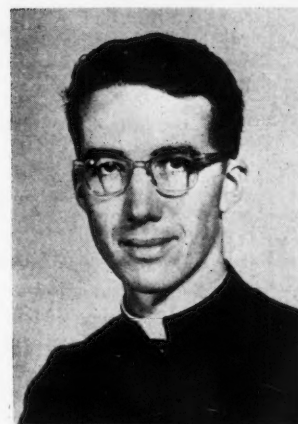
SISTER M. ANN IDA, B.V.M., chairman of the Mundelein College philosophy department, has been named president of the college. She will succeed SISTER M. JOHN MICHAEL, B.V.M., president since 1951.

Sister M. Ann Ida is a member of the education committee of the Sisters of Charity of the Blessed Virgin Mary and has served on the executive committee of the American Catholic Philosophical Association.

Fontbonne College, St. Louis, Mo.:

SISTER M. MARGUERITE SHELLY, C.S.J., has been named president of Fontbonne College, St. Louis, Mo. She succeeds SISTER SUSANNE MARIE VACHON, C.S.J., who died June 25.

Sister Marguerite has been director of the biology department at Fontbonne since 1948. From 1945 to 1948, she was dean of the



Brother Raymond Fleck, C.S.C.
New President of St. Edward's University
Austin, Texas

College of St. Teresa, Kansas City, Mo.
New Rochelle College,
New Rochelle, N. Y.:

MOTHER M. PETER CATHY, O.S.U., has been appointed president of the College of New Rochelle. She succeeds MOTHER DOROTHEA DUNKERLEY.

Dean of the college since 1949, Mother M. Peter, a graduate of New Rochelle, has been on leave of absence the past two years for doctoral studies in history at the Catholic University of America. Previously she had been assistant registrar.

Saint Mary's College, St. Mary's, Calif.:

BROTHER XAVIER, F.S.C., has been appointed vice-president in charge of development at St. Mary's College. Brother Xavier comes to St. Mary's with many years of secondary school administrative experience. He had just completed a three-year term as principal of Christian Brothers' School in Sacramento, Calif.

St. Joseph's College for Women, Brooklyn.:

SISTER VINCENT THERESA, C.S.J., has taken over the presidency of St. Joseph's College for Women, Brooklyn, N. Y. She is the first woman president in the 41-year history of the school.

For the past 16 years Sister Vincent Theresa has headed the education department at St. Joseph's. She was graduated from St. Joseph's, received a master's degree from Columbia, and a doctorate in education from the Catholic University of America. She has served on the co-ordinating committee of the board of examiners of the board of education of the City of New York.

St. Norbert's, De Pere, Wis.:

REV. VINCENT J. DE LEERS, has been appointed as academic dean of St. Norbert's College, De Pere, Wis. He succeeds REV. M. J. McKEOUGH, who was appointed in 1952 to a five year term.

Woodstock College, Woodstock, Md.:

REV. EDWARD J. SPONGA, S.J., has been installed as the 18th president of Woodstock College, a Jesuit seminary in Maryland. He succeeds REV. JOSEPH F. MURPHY, S.J., who has been temporarily assigned to St. Ignatius Church, Baltimore. Father Sponga was previously dean of the graduate school at Scranton University.

St. Bernard College, Cullman, Ala.:

REV. BRIAN JAMES EGAN, O.S.B., has been appointed vice-president of St. Bernard College, Cullman, Ala. He will also retain his post of public relations director.

(Continued on page 52A)

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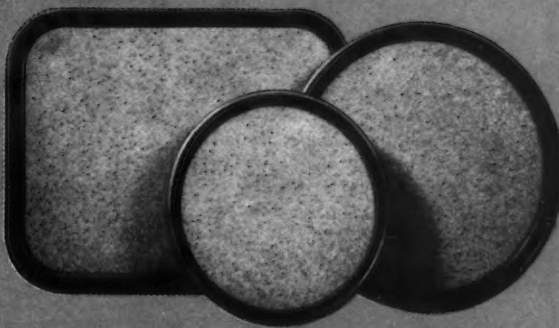
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CONSTRUCTIVE IDEAS TO KEEP CHILDREN HAPPILY OCCUPIED



PLAY STORE. Here's a good way to help youngsters learn to read, write and do arithmetic, and to work and play together, too. Use crayons and card-

board to make play money, play produce, meat and packaged products. Then some children become shoppers, others clerks, and the game begins.

TRIP PICTURES. Taking children on trips to the Post Office, dairy farms, banks, and stores is an effective way to make them aware of the people and things around them. A good way to help them learn from these experiences is to have them draw what they've seen. Crayons are perfect for such picture-making.



QUICK CHANGE DISPLAY. Encourage your children by displaying the pictures they make. Frame them with two sheets of construction paper; one for the backing and the other cut out to form a frame. Paste together, leaving one side open so you can slide pictures in and out. Binney & Smith Inc., 380 Madison Ave., New York, N. Y. 7,12



THE CRAYOLA® MAKERS



Catholic Education News

(Continued from page 50)

Niagara University, N. Y.

VERY REV. VINCENT T. SWORDS, C.M., superior at Niagara University since 1955, has been named president of the university. He succeeds VERY REV. FRANCIS L. MEADE, C.M., who has been Niagara's president since 1947. Father Meade has been assigned to the major seminary of the Vincentian Fathers at Northampton, Pa.

St. Louis University, St. Louis, Mo.:

REV. CARL A. HANGARTNER, S.J., former assistant dean of St. Louis University's college of arts and sciences, has been appointed to the newly created position of executive vice-president. Father Hangartner's duties will be largely concerned with the internal operation and administration of the university.

Succeeding Father Hangartner as assistant dean will be REV. J. BARRY MCGANNON, S.J., who recently completed Jesuit studies at St. Joseph's Hall, Decatur, Ill.

Catholic Colleges to Spend \$227 Million

One hundred and forty-five Catholic colleges and universities which have development programs now under way will spend an estimated \$227,500,000 by 1960 readying themselves for future enrollment booms.

This was disclosed by Rev. Edward J. Kramer, C.M., who conducted a survey under the auspices of the college and university department of the National Catholic Educational Association. The Vincentian priest, executive vice-president of DePaul University, Chicago, said the survey covered 235 universities. Of these, 145 reported definite building programs and because of these programs, 85,000 additional full time students are expected to be able to enroll by 1960.

TV Screens for Dental School

Closed circuit television as a teaching aid has been introduced at Marquette University school of dentistry. It is proving most useful in the presentation of demonstrations. A demonstration that previously required seven different classes can now be shown to the entire student body at once.

College Singing Course

A required singing course for all Catholic freshmen, aimed at training them for Mass choirs and for "group singing for personal enjoyment," has been introduced at St. Benedict's College, Atchison, Kans.

School Renamed

Effective on September 1, 1957, the name of the Georgetown University's school of foreign service will be changed to the Edmund A. Walsh School of Foreign Service. The change is being made in honor of the late Rev. Edmund A. Walsh, S. J., who founded the school in 1919 and acted as its regent for more than 35 years. Father Walsh died on October 31. He was vice-president of the university.

Special Latin Course

A semester-long Latin program for those who wish to enter a seminary but who do not have the necessary Latin background is being offered by Loyola University, Chicago. Young men taking the program will study only Latin and will acquire in four months enough Latin to be able to enter a seminary in the fall. Actually five college courses in Latin, the program will be worth 15 college

(Continued on page 54A)



TENSION or ATTENTION

Tense students are squirmers, wigglers and slouchers—
difficult to teach because they are constantly distracted.

You can relieve this tension right now . . . and replace it
with *natural* attention, and *natural* concentration.

Your teaching can be *twice* as effective with new Bargaen-
designed Posture-control **General** desks, because "automatic"
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Write for our free booklet and classroom planning kit, "Design for Learning."

Catholic Education News

(Continued from page 52A)

credits. After the first several weeks, Latin will be the only language spoken by the students during class hours. Rev. Laurence E. Henderson, S.J., professor of classical languages, is in charge of the program.

College Expenses Double

The amount of money students spend in attending college has doubled since 1939-40, according to a survey made by the Office of Education—U. S. Department of Health, Education, and Welfare. The preliminary findings of the survey were announced by

Lawrence G. Derthick, Commissioner of Education. Some of them are: The expenditure per year for full-time undergraduate students attending public college this year averages about \$1,500; a student in private college pays about \$2,000 a year. The average expenditure in 1939-40 was \$747 for a student in a public college, and \$1,023 for a private college student. More than 15,000 students from 110 colleges were included in the sample for the survey. The survey is said to be the first comprehensive study of how much it costs an undergraduate to go to college.

Ford Backs TV Courses

The University of Detroit's unique program of beaming freshman college courses on tele-

vision is being aided by a \$28,500 grant from the Ford Foundation. The university televises the lecture and demonstration portions of all its first-year courses to students over educational TV channel WTVS.

Ford Education Grant

Immaculate Heart College, school of education, Los Angeles, Calif., has received a Ford Foundation grant of \$41,250 for a three year experimental program in teacher training.

SIGNIFICANT BITS OF NEWS

Legion of Decency

24-Hour Phone Service

The Legion of Decency in the Diocese of Pittsburgh recently instituted a 24-hour answering service for the classification of movies. Movie-goers may find out the rating of a movie any time of the day or night. The list used to answer inquiries includes ratings for every movie made from 1936 to the present day.

Foreign Students Find Catholics Inhospitable

Catholic organizations are short on hospitality, according to a poll of some 1200 foreign Catholic students studying in non-Catholic universities and colleges in this country. This was revealed in a survey conducted during the past school year by the Foreign Visitors Office of the National Catholic Conference. Six thousand questionnaires were sent out and about 1200 replies were received.

Based on the students' replies, the following analysis was made by the National Federation of Catholic College Students: the students who had no previous contact with a Catholic organization in the U. S. felt that Protestants are much more interested in the foreign students' welfare than Catholics are; the majority of students who had received hospitality from Catholics said this assistance came from individuals rather than organizations; a number of the students said they wished there were Catholic hostels or organizations in the U. S. that would provide economical room and board for them; a notable number expressed pleasure at the interest shown in them by the NCWC and some expressed surprise that they had not been contacted by a Catholic organization earlier.

Electronic Classroom Successful

An electronic classroom where students learn by a combination of direct instruction and tape recordings has proved a successful venture at St. Scholastica's Grade School, Covington, La. Standardized measurement tests revealed that children had done two or more year's academic work in one year under the electronic system.

The system is set up as follows. The teacher's and pupils' desks are wired for sound. The teacher can talk to any child by pulling a lever or pressing a button. On her desk are four tape recording players, thirty or more buttons and just as many levers. Each of the pupils has a set of earphones and can listen to tape recordings of lessons.

Through the tape recordings, the teacher can conduct four simultaneous lessons in a single classroom. The bond between the teacher and students, the Sisters believe, is strengthened by the new system. The teacher gives the introduction to the subject matter orally. Only after this "live" presentation do students pick up their earphones.

(Continued on page 56A)

SNOWWHITE

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HIGH SCHOOL and GRADE SCHOOL JUMPERS, JACKETS, SKIRTS, WOOLENS AND SYNTHETICS



SNOWWHITE BLOUSES
LONG, ¾, or SHORT
SLEEVES
COTTONS AND
SYNTHETICS
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Every Snowwhite jumper, every jacket, every skirt, every blouse has its start in the minds and on the drafting tables of the men and women members of our own designing staff. The styles are modelled, fabrics tested, workmanship and costs critically considered.

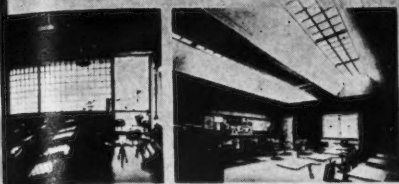
Then it is checked against these questions: Will students be glad to wear it? Will it meet the school's standards of good taste? Will it be a good investment for the parents?

When the answer is "yes," we have reached our goal which is readiness to serve you well with quality apparel.

Before you place your next order, consider SNOWWHITE! Your request for information will not obligate you!



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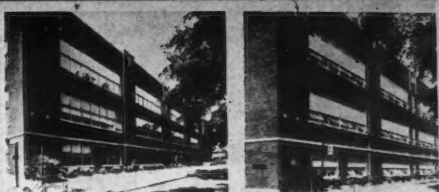


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Our Nation's
Children . . .
Written expressly
for school
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Daylight for Schools . . . both new and old

NEW and COMPLETE booklet presents LATEST TECHNIQUES IN DAYLIGHTING NEW SCHOOLS AND OLD WITH OWENS-ILLINOIS GLASS BLOCK AND TOPLITE ROOF PANELS

PLANNING TO MODERNIZE your old school or build a new one? Between the covers of this new 20-page booklet, you may find the solution to your daylighting problems.

Profusely illustrated, the new, fact-filled booklet shows, for example, how Glass Block and Toplite Roof Panels provide maximum daylight control . . . why glass block is the ideal replacement for worn-out window sash and cuts fuel and maintenance costs . . . how Toplite panels permit daylighting of all building areas regardless of location or distance from exterior walls.

Send in the coupon today. We'll send you the booklet by return mail.

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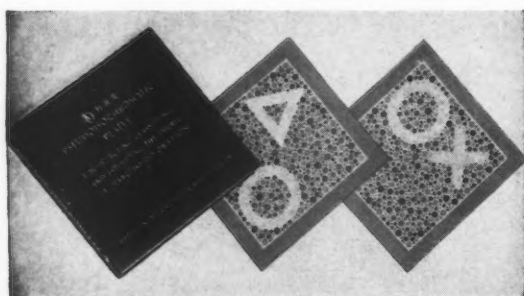
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Easier School Vision Screening



NEW AO SCHOOL VISION SCREENING TEST—One out of five school children are estimated to be in need of professional eye care; the AO School Vision Screening Test is the best way to find out who they are. It presents the basic Massachusetts Vision Test elements in a fast, efficient, new way! It shows, by simple "pass-fail" tests which children have visual problems and should be referred to an eye specialist. Faster because all optical elements are simply dialed into the line of vision. No spectacles to bother with. Tests conducted at standard distances of 20 feet and 16 inches. Unit folds into compact carrying case.



Important in Vocational Guidance

AO H-R-R COLOR VISION TEST—The AO H-R-R Color Vision Test, approved by the Inter-Society Color Council, provides for a more comprehensive color vision test than any other single test available. It is a simple, inexpensive, reliable method of detecting, classifying and estimating the degree of Red-Green and/or Blue-Yellow color vision deficiencies. For most people the test takes only a few seconds. Color blindness plays a vital role in vocational guidance and in job aptitude testing. Correct perception of color can mean the difference

Now! Many of the Partially Blind Can Read



AO PROJECTION MAGNIFIER—The American Optical Projection Magnifier has been developed as a unique low-cost reading aid. It is a completely self-contained magnifier which accepts almost any kind of reading material—standard text books, magazines and newspapers. Reading matter placed on a two-way free-moving platen is projected onto a built-in, illuminated screen. Two models are available: one enlarges the original material 3 times; the other, 5 times.

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Dept. U-9

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- ☐ AO H-R-R Color Vision Test
- ☐ AO Projection Magnifier

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Title.....

Address.....

City.....Zone.....State.....

Catholic Education News

(Continued from page 54A)

High School Trained Baby-Sitters Welcomed

A six week baby-sitting course for high school girls brought a swamp of telephone calls to Assumption High School, Louisville, Ky. Many people desiring to employ graduates of the course called the school to make arrangements. The training offered in the course, which was the first of its kind to be presented in an archdiocesan Catholic high school, consisted of textbook and on-the-job training in baby care, safety, first aid, ethics, and child psychology. Graduates received a certificate after passing a lengthy examination on baby sitting principles and practices.

Lay-Staffed Catholic Schools

The shortage of teaching Sisters has caused the Archdiocese of New Orleans to re-adopt the program it followed last year of staffing some of the parochial schools completely with lay people. Five schools operated that way last year; this year four will be under lay supervision. The largest of these schools has 24 lay teachers under the direction of a lay principal. Religious instruction in these schools is always given by the pastor or his assistants.

Free Music System Report

A study of the music training available in the nation's public schools has been prepared and released by the American Music Conference, Chicago 4, Ill. It is a compilation of information gained from 322 schools who returned a questionnaire sent them by the Conference. Most of the material is in tabular form. Free copies of the study are available.

Lourdes to Mark Centenary

The Lourdes Shrine, in the southern part of France, will mark the 100th anniversary of its founding throughout 1958. Several large projects are planned including the construction of a permanent auditorium with a seating capacity of 20,000, and the construction of the world's largest underground church, the Basilica of Pope Pius XII, which will officially open its doors on Easter Sunday, 1958. Many special tours and pilgrimages are expected to be organized by Catholic groups from many countries.

Catholic Typing Tests Available

The Catholic Typing Tests for the 1957-58 school year may now be ordered from the new chairman of the test committee, Sister Mary Clifford, P.B.V.M., Immaculate Conception School, Fairbank, Iowa. During the past year, the tests were used in 625 schools in the United States, Canada, Newfoundland, Puerto Rico and Hawaii.

Parents Learn to Teach Religion

During an institute for teachers of religion at Webster College, Webster Groves, Mo., in July, Rev. John P. Cradick, assistant director of the Confraternity of Christian Doctrine in the Archdiocese of St. Louis, announced that, in the fall of 1957, there would begin a three-year series of classes to teach parents how to teach religion to children.

The Archdiocese has sponsored a series of pamphlets on the subject, and on these will be based the courses offered. Some families now are teaching their own and their neighbors' children. In one parish baby sitters are teaching religion to pre-school children while parents attend Mass.

(Continued on page 58A)

BENEFITS OF GOOD BREAKFASTS

YOU'LL FEEL BETTER DURING THE LATE MORNING HOURS.



YOU WON'T BE IRRITABLE AND TIRED.



BETTER BREAKFASTS INCREASE THE PHYSICAL AND MENTAL EFFICIENCY OF THE YOUNG AND OLD ALIKE.



TEEN-AGE GIRLS ARE "SHARPER" IN THINKING AND ACTION AND CALMER WHILE THEY WORK DURING LATE MORNING HOURS.

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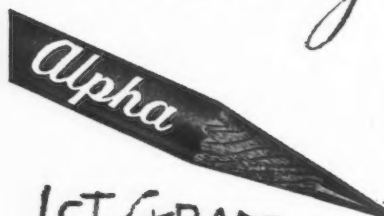
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You are invited to cooperate with this Seventh Annual September Better Breakfast Month. Write for FREE Better Breakfast Source Book and Wall Chart.

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1ST GRADE

START little hands off right with Eagle Alpha. Primary authorities recommend its big wood shaft to prevent finger cramping . . . its thick, soft lead to minimize writing effort.



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CONTINUE the good work with Eagle Practice . . . intermediate between Alpha and a normal writing pencil in size of wood and in thickness and softness of lead.



3rd Grade and up

COMPLETE the training with a quality Eagle pencil of standard diameter. Its strong, smooth, durable lead will encourage a legible script that will serve your students well throughout their lives.

For samples, write to

EAGLE PENCIL COMPANY

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Catholic Education News

(Continued from page 56A)

Comic Medium Praised

Archbishop Romolo Carboni, Apostolic Delegate to Australia, recently advocated the use of "comic" strips to present Catholic social teaching. He made the proposal at the third annual convention of the Catholic Press Association of Australia and New Zealand. He said, "Not without interest have I watched the initiative of some of your publications in their use of the 'comic strip' for rightful purposes. I am sure that many children and adults, too, have come to know more about the life of our Lord and the lives of the saints since the practice was introduced." Archbishop Carboni suggested, "Perhaps the illustrated format could be exploited also in conveying the social teaching of the Church to the many who seem slow to study it in the ordinary prose form of presentation."

RELIGIOUS ORDERS

Directress of Dominicanettes

SISTER M. VIRGINE, O.P., has been named directress general of the Dominicanettes, a volunteer youth group who assist the Dominican Sisters of the Sick Poor in caring for the needy. She will direct activities of the group in New York, Colorado, Massachusetts, Michigan, and Ohio.

Franciscan Minister General

REV. AUGUSTIN SEPINSKI, minister general of the Franciscan Order for the past six years, was re-elected to that post at a general chapter of the Franciscan Fathers held, June 1 to 15. Only twice before has the order re-elected a superior general to a second term. Father Sepinski was chosen to serve a twelve-year term. He is the 117th minister general of the Franciscans.

Sacred Heart Fathers' Provincial

VERY REV. WILLIAM CONDON, S.S.C.C., has been appointed for a second term as provincial of the U. S. Province of the Congregation of the Sacred Hearts of Jesus and Mary. He is the first American to hold this post. The United States Province, established ten years ago, includes besides foundations in the United States, a novitiate in Ireland and a foreign mission in Japan.

Religious Founders

Considered for Canonization

The Sacred Congregation of Rites has begun investigations in the causes for canonization and beatification of two founders of religious congregations: BLESSED MARCELLIN CHAMPAGNAT, founder of the Marist Brothers of the Schools and PETER JOSEPH SÄVELBERG, founder of the Brothers of St. Joseph and of the Sisters of St. Joseph.

Immaculate Heart Superior General

REV. FRANCIS SERCU has been elected as the tenth superior general of the Immaculate Heart of Mary Mission Society. A native of Belgium, Father Sercu was a missionary in China for nearly 30 years. Since 1952, he has been a rector of the Immaculate Heart Seminary, Louvain, Belgium.

New Holy Ghost Seminary

The Holy Ghost Fathers began construction in June of a \$750,000 seminary in Bethel, Pa. Its chief purpose will be to prepare future missionaries for educational

(Concluded on page 62A)

fund raising that's fun!

Your school, or any group
within it, can raise \$300
to \$2,500 selling famous
Mason 10¢ Candy Bars.

- We supply all candy
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Fill out coupon below. Mason will send you candy samples beforehand with no obligation. You give us no money in advance. We supply on consignment famous Mason 10¢ Candy Bars, packed 5 bars in each package, wrapped with your own personalized wrapper at no extra charge. You pay 30 days after receipt of candy. Return what you don't sell. Candy is sold at regular retail price. On every box sold you keep \$6.00 and send Mason \$9.00 (66% profit on cost). There's no risk. You can't lose. Mail in coupon today for information about MASON'S PROTECTED FUND RAISING DRIVES and samples.



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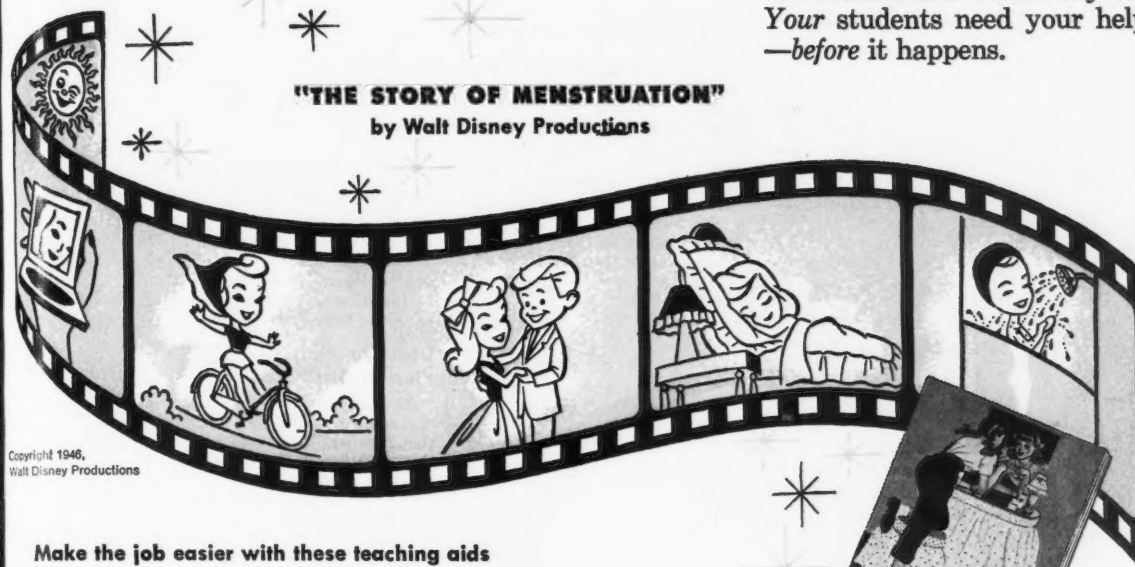
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Mason Candies, Inc., Mineola, L. I., N. Y.

girls about menstruation

Today, girls mature much earlier than they did years ago. We know that hundreds of thousands of girls who are now 10 will menstruate within a year. Your students need your help—before it happens.

"THE STORY OF MENSTRUATION" by Walt Disney Productions



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Walt Disney Productions

Make the job easier with these teaching aids

The animated, sound and color movie, "The Story of Menstruation," gives the explanation with dignity and charm. This 16 mm. film explains, in 10 memorable minutes, facts that can brighten a girl's life-long outlook. Tells how and why menstruation happens and how natural it is . . . how good health-and-grooming habits every day help a girl achieve confidence—and comfort.

You'll want your youngsters to see this important film. You'll be doing them—and their mothers—a service. You'll find mothers grateful for the authentic, impersonal explanation you can provide with this motion picture.

The booklet, "You're A Young Lady Now," gives pre-teens added menstrual preparation. This appealing, illustrated booklet drives home important highlights of the movie—reviews all they need to

The booklet, "You're a Young Lady Now"

know in terms 9 to 12-year-olds understand. Girls enjoy reading and re-reading this booklet which answers their many "growing up" questions. Order it in quantity so each girl may have her own copy.

(Before you undertake this teaching, you may want to write parents a note explaining the need for this instruction. Or follow a method successfully used to coordinate teaching between the home and school . . . as described in an article reprint, available on request.)

This entire program or any part of it is available to you without charge from Kimberly-Clark Corporation, the makers of Kotex sanitary napkins.

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**CLIP AND
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Kimberly-Clark Corporation, Educational Dept. CSJ-97, Neenah, Wisconsin
Please send me free (except for return postage) your 16 mm. sound film "The Story of Menstruation."
Day wanted (allow 4 weeks) _____ 2nd choice (allow 5 weeks) _____
3rd choice (allow 6 weeks) _____
Also send the following: _____ copies of "You're A Young Lady Now" (for girls 9 to 12)
_____ copies of "Very Personally Yours" (for girls 12 and over)
☐ Physiology Chart ☐ Reprint of "Teaching Menstruation in a Grade School" ☐ Teaching Guide
Name _____ School _____
(Please Print)
Street _____ City _____ Zone _____ State _____

Catholic Education News

(Concluded from page 58A)

work in Africa. Known as the Immaculate Heart of Mary Collegiate Seminary, it is being built on a 35-acre tract donated by Francis E. McGillick, a retired realtor and banker. It will accommodate 60 seminarians.

Brigittines Open U. S. Convent

Several Brigittine nuns from Switzerland have established a convent at Darien, Conn. It is the first house of the sisterhood in the U. S. The ancient order, known also as the Order of the Most Holy Savior, was founded at Valstena, Sweden, in 1346 by St. Brigitta. It was expelled from the country in the Reformation and re-founded only about 23 years ago in Rome.

2,724 Marianists

The Marianists (Society of Mary priests and Brothers) now have a membership of 2724, according to statistics from the society's generalate in Rome. There are 407 priests and 2317 Brothers.

Notre Dame Nuns Plan Training College

More than \$5,000,000 will be spent by the School Sisters of Notre Dame for a new college for the training of nuns in a rural area north of Milwaukee, Wisconsin. Ground will be broken this coming spring for the institution which will be called Notre Dame of the Lake College for Sisters. It will be on a 210-acre site on a former farm near the west shore of Lake Michigan. Part of the school is scheduled for occupancy in 1958.

Accommodations will be provided for 450

to 500 postulants, novices, and junior Sisters, all of college age. There will be classrooms, living quarters for students and faculty, a chapel which will seat 600 persons, and a large library. Eight buildings will be erected.

Capuchins Buy School

The Capuchin Fathers of Mt. Calvary, Wis., recently purchased an Indian home and school formerly occupied by 50 orphans in the upper peninsula area of Michigan. They plan to convert it into a school for students studying for the priesthood. It will have 28 students initially and will be staffed by five priests and four Brothers.

New Benedictine College

A new St. Benedict College has been opened in La Romain, Trinidad. Built to accommodate 500, it has an enrollment of more than 400 students. Dom Basil Matthews, principal of the school, is one of the first Negroes to enter the Benedictine order.

Irish Christian Brothers Plan Boston School

As a part of the observance of the 150th anniversary of the See of Boston, the Christian Brothers of Ireland have been invited to the Archdiocese by Archbishop Cushing to establish a regional high school for boys. The school, which will open in September, 1957, will be known as Catholic Memorial High School. The Brothers have also secured a piece of land on which they intend within two years to erect a new building at the cost of more than \$1,500,000.

Salvatorians Staff Washington School

The Salvatorian Fathers will direct and staff Mackin High School, Washington, D.C., beginning in September, 1957. Presently a co-educational school, it will be changed into an all-boys school. The step was taken because of the small number of girls now attending Mackin. The current enrollment figures show 230 boys and 40 girls, who are under the direction of the Sisters of the Holy Cross.

SCHOLARSHIPS

1958-59 Fulbright Program for Germany

Young American graduate students and teachers will have an opportunity under the Fulbright program for 1958-59 to serve as English language assistants in the secondary schools of the Federal Republic of Germany. Competition for these awards has opened and candidates may apply before November 1.

Successful candidates will serve as assistants to teachers of English in German high schools. They will not teach regular classes, but will conduct conversational exercises and sponsor English clubs and workshops on American history and literature. If assigned to schools in university areas, they may have the chance to attend classes or carry out research.

Scholarships for Parochial School Lay Teachers

A \$50,000 scholarship program has been established by the Ohio Knights of Columbus to help provide lay teachers for Ohio's expanding parochial school system. Scholarships will become available to young men and women willing to spend two years as teachers in parochial schools in Ohio's six dioceses. The scholarships will provide for two years of college. The money will be given to each diocesan school superintendent in the State. He will pass funds on to qualified students whom he will select.

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prove its superiority
for laboratory table tops



Resists Acids, Alkalies, Solvents, Heat, Abrasion

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Made from a practically inert stone free of veins and seams, Kemrock is thoroughly impregnated and surface coated with a highly chemical-resistant resin, then baked at high temperatures. The finished tops—jet black in color—are remarkably tough, defiantly resistant to acids, alkalies, solvents, normal heat and severe abrasion. Takes a lot of abuse, yet comes up smiling with a minimum of care and maintenance.

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by Walt Disney Productions



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**16mm. sound and color
film presented free by
Kleenex tissues**

Teach your youngsters cold prevention in ten delightful minutes of Walt Disney fun. They will enjoy the antics of lovable Common Sense and bungling Common Man. Even if youngsters have seen this film before, a repeat performance is a valuable review of good health rules.

2 Added Attractions



HEALTH PLEDGE for grades 2, 3 and 4

"I Promise Common Sense" is a health pledge for youngsters to sign and keep. It lists the lessons taught in the film; helps school and home fight the common cold.



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highlights of the film

Six full-color posters, 14 by 20 inches, for classroom or school bulletin board, offer reminders of the lessons learned from film.

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Please send me free (except for return postage) the 16mm. sound film "How To Catch a Cold."

Day wanted (allow 4 weeks) _____

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In addition please send:

_____ copies of "I Promise Common Sense" (for grades 2, 3 and 4).

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COMING CONVENTIONS

Sept. 6-7. Worcester, Massachusetts Diocesan Teachers Institute. Worcester Memorial Auditorium, Worcester, Mass. Secretary: Very Rev. Msgr. John J. O'Brien, 1010 Main Street, Worcester, Mass.

Sept. 14-18. National Conference of Catholic Charities. Muehlback Hotel, Kansas City, Mo. Chairman: Louis B. McGee, 1002 Walnut St., Kansas City, Mo.

Sept. 19-20. Catholic Teachers Institute. Milwaukee, Wis. Chairman: Msgr. Edmund J. Goebel, Superintendent of Schools, 437 W. Galena St., Milwaukee, Wis.

Sept. 19-20. St. Cloud, Minn. Diocesan Teachers Conference. 810 Germain St., St. Cloud, Minn. Chairman: Rt. Rev. Msgr. T. Leo Keaveny, 305 — 4 St., S.E., Little Falls, Minn.

Sept. 20-22. Third Regional CCD Congress for the Province of Philadelphia. Scranton, Pa. Chairman: Rev. Edward T. Sullivan, 304 Wyoming Ave., Scranton 3, Pa.

Sept. 27-28. Baltimore, Md. Archdiocesan Teachers Institute. Baltimore, Md. Secretary: Very Rev. Msgr. Dr. Leo J. McCormick, 330 North Charles St., Baltimore, Md.

Sept. 27-29. Eleventh CCD Regional Congress for the Province of New Orleans. Alexandria, La. Chairman: Rt. Rev. Msgr. Aloysius Olinger, P.O. Box 403, Alexandria, La.

Sept. 30-Oct. 1. Rochester, N. Y. Diocesan Teachers' Conference. Chairman: Miss Mary Agnes Doyle, 50 Chestnut St., Rochester 4, N. Y.

October. Michigan Education Association. Regional Conferences. Secretary: Mrs. Fontane Van Vleck, 935 North Washington Ave., Lansing 2, Mich.

October. Minnesota Education Association. Regional Meetings. Secretary: A. L. Gallop, 41 Sherburne, St. Paul 3, Minn.

Oct. 3-4. Maine Teachers Association. Portland High School, Portland, Me. Secretary: Clyde Russell, 184 State St., Augusta, Me.

Oct. 4-5. Ohio Vocational Association. Columbus, Ohio. Secretary: Ralph J. Woodin, 101 Rehearsal Hall, Ohio State University, Columbus 10, Ohio.

Oct. 9-11. Louisville, Ky. Diocesan Teachers Institute. 151 South Fifth St., Louisville, Ky. Chairman: Rt. Rev. Msgr. F. N. Pitt, 151 South Fifth St., Louisville, Ky.

Oct. 9-11. Schoolmen's Week. University of Pennsylvania, Philadelphia, Pa. Secretary: Dr. William B. Castetter, 3810 Walnut St., Philadelphia 4, Pa.

Oct. 10-11. Omaha and Grand Island, Neb. Diocesan Teachers' Institute. Chairman: Rev. R. C. Ulrich, 2507 Cass St., Omaha, Neb.

Oct. 10-11. Buffalo, N. Y. Teachers' Institute, Elementary and Secondary, Religious and Lay. Chairman: Rt. Rev. Msgr. S. J. Holbel, 35 Niagara Square, Buffalo, N. Y.

Oct. 10-12. Maryland State Teachers Association. Lord Baltimore Hotel, Baltimore, Md. Secretary: Milson C. Raver, 5 E. Read St., Baltimore 2, Md.

Oct. 10-12. Tenth CCD Regional Congress for the Province of San Antonio. The Rice Hotel, Houston, Tex. Chairman: Rev. F. A. Lagana, P.O. Box 516, Lamarque, Tex.

Oct. 11. Maryland Vocational Association. Southern Hotel, Baltimore, Md. Secretary: Mr. Austin Gislriel, Kenwood High School, Baltimore, Md.

Oct. 11-12. Four State Industrial Arts & Vocational Education. Kansas State Teachers College. Secretary: J. V. Melton, Kansas State Teachers College, Pittsburg, Kans.

Oct. 11-13. Regional CCD Congress for the New England Provinces. Bridgeport, Conn. Chairman: Rev. Raymond Stephenson, 96 Colorado Ave., Bridgeport, Conn.

Oct. 14. Lincoln Neb. Diocesan Department of Education. Lincoln Hotel, Lincoln, Neb. Chairman: Very Rev. Msgr. Jerome Murray, P.O. Box 708, Lincoln, Neb.

Oct. 15-18. National Council on Schoolhouse Construction. Pfister Hotel, Milwaukee, Wis. Secretary: W. D. McClurkin, George Peabody College for Teachers, Nashville, Tenn.

Oct. 16-18. North Dakota Education Association. Clarence Parker Hotel, Minot, N. Dak. Secretary: Paul A. Dalager, Box 57, Bismarck, N. Dak.

Oct. 16-19. New York Library Association. Sheraton-Ten Eyck Hotel, Albany, N. Y. Secretary: Mrs. Ann J. Ficke, 156 Brevort St., Albany, N. Y.

Oct. 17-18. New Hampshire Education Association. Manchester, N. H., Hotel Carpentier. Secretary: Robert G. Lewis, 4 Park St., Concord, N. H.

Oct. 17-18. Wichita, Kansas Diocesan Teachers' Institute. Broadview Hotel, Wichita, Kans. Secretary: Rev. Arthur A. Barth, 445 N. Empiria, Wichita, Kans.

Oct. 18-19. National Science Teachers Association (NEA). Hartford, Conn. Secretary: H. N. Louderback, Lewis and Clark High School, Spokane, Wash.

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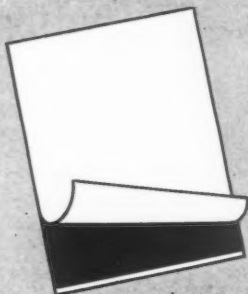
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SCHOOL _____ POSITION _____

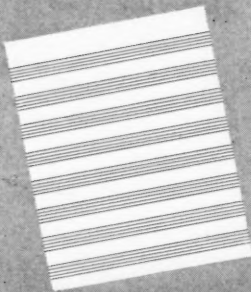
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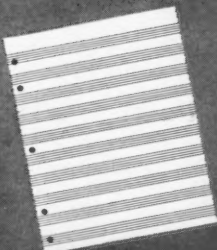
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New Books

(Continued from page 12A)

Russia Will Be Converted

By John M. Haffert. Paper, 254 pp., \$1.
Ave Maria Institute, Washington, N. J.

An unabridged paper-bound edition of a popular comprehensive book on the message of Fatima. More facts and photographs are presented in this edition than in the five cloth-bound editions preceding it.

Challenge to Action

Edited by Rev. Eugene Langdale. Cloth, 148 pp., \$2.50. Fides Publishers, Chicago 10, Ill.

Eight of the major addresses of Monsignor Joseph Cardijn, founder and chaplain general of the Young Christian Workers.

A Popular History of the Reformation

By Philip Hughes. Cloth, 343 pp., \$4. Doubleday & Co., Inc., New York 22, N. Y.

While this book perhaps emphasizes English conditions more strongly than a book produced by an American author, the work provides a well-balanced factual outline of the events of the reformation, of the political and social conditions which led to it, and of its effects during the century immediately following the revolt of Luther and the defections of Henry the VIII, Calvin, and Knox. While the book is addressed to educated adults, it will provide a magnificent source of collateral reading for advanced high school and college students.

The Heart of Mary

By Paul Strater, S.J. Cloth, 170 pp., \$3.25. Frederick Pustet Co., Inc., New York 8, N. Y.

This beautifully written work takes up three significant aspects of the heart of Mary. Very truly the heart of Mary was the sacrificial altar of Christ's love (1) in her life on earth, (2) in the gladness of her motherhood, and (3) in her glorifying life in heaven. A real contribution to the devotion to Mary based on sound theological doctrine.

The Gospel According to St. Mark

With an Introduction and Commentary by C. C. Martindale, S.J. Cloth, 206 pp., \$3. The Newman Press, Westminster, Md.

This is the first volume in a new series of classroom manuals on the Gospels and the Acts of the Apostles. Each line of St. Mark's Gospel is discussed in a brief, clear paragraph. Comments are not devotional but rather factual background information designed to create a picture of the time and society in which our Lord lived and spoke. An appealing, scholarly presentation of the New Testament for students of high school age and up.

Refresher Arithmetic

By Edwin I. Stein. Cloth, 478 pp., \$3.36. Allyn & Bacon, Inc., Boston, Mass.

This is the answer to many mathematical education problems—a basal arithmetic textbook for grades 7 to 12. It opens with tests that diagnose general difficulties. These are followed by exercises in the fundamentals of arithmetic, reviewing such things as whole numbers, common fractions, decimal fractions, per cents, squares and square roots. The remainder of the book contains material on the basic units of measurement, practical applications in measurement, everyday arithmetic problems and the formula, its language and use. Abundant practice material is supplied throughout and the work is graded so that lessons may be individualized.

(Continued on page 67A)

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New Books

(Continued from page 66A)

Economics and You

By Sol Holt. Cloth, 560 pp., \$3.68. Charles Scribner's Sons, New York 17, N. Y.

Written expressly to gain teen-agers' interest in and enthusiasm for economics, this textbook discusses the subject almost entirely from the teen-agers' point of view. Repeated references are made to experiences within the realm of teen-agers and even the illustrations are slanted in that direction. Abundant teaching aids in the form of information quizzes, discussion questions, activity suggestions, reading lists, and sound film programs add further to its interest value.

Retail Merchandising

Fifth Edition. By John M. Wingate and Jack D. Weiner. Cloth, 638 pp. South-Western Publishing Co., Cincinnati, Ohio.

A dual purpose text usable for a part time co-operative program or as the basis for a full year's course. The chapters have been reorganized in this fifth edition into five units, each unit appropriate for one day's reading assignment.

Modern Farming

Second Edition. By Roy W. Roberts, C. L. Angerer, J. L. Moses, and R. W. Gregory. Cloth, 600 pp., \$4.20. J. B. Lippincott Co., Philadelphia, Pa.

A fairly technical presentation of facts concerning production and marketing of field, fruit, and truck crops, livestock, and poultry. Statistics, charts, and graphs have been brought up to date in this second edition. Primarily for use in junior and senior high school agriculture courses.

Mental Health and Special Education

Edited by Rev. William F. Jenks, C.S.S.R. Paper, 235 pp., \$3.50. The Catholic University of America Press, Washington 17, D. C.

This book contains the proceedings of a workshop on mental health and special education, conducted for teachers and others responsible for the management and upgrading of children and young people. Considerable attention is paid to the qualifications of teachers and to the broad problems of a completely healthful regime for atypical and subnormal children.

Boys Will Be Men

Third Edition. By Helen A. Burnham, Evelyn G. Jones and Helen Redford. Cloth, 485 pp., \$4. J. B. Lippincott Co., Chicago, Ill.

This homemaking book for boys has been revised and brought up to date. New material is presented on: the current range of incomes and scales of prices for food and clothing; the various synthetic fabrics used in clothing; new methods of caring for burns, applying tourniquets, and giving artificial respiration. Current problems treated include changes in social conditions and customs that affect family living, problems of migrant families and the effects of their mobility on the development and education of the children.

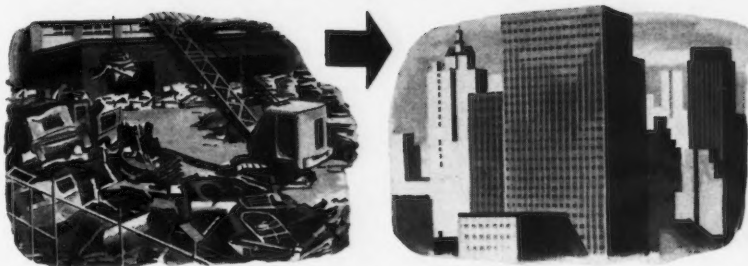
A Practical Catholic Dictionary

By Jessie Corrigan Pegis. Cloth, 258 pp., \$2.95. Doubleday & Co., New York 22, N. Y.

This dictionary occupies a field halfway between Broderick's very brief dictionary and Attwater's rather complete work. The work is comprehensive and the definitions are simple, but accurate.

(Continued on page 68A)

FROM SCRAP TO SKYSCRAPER



America's Railroads Make the Connections!

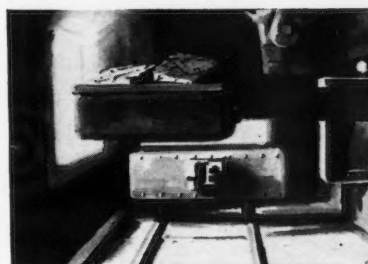
Everything in a scrap yard, including the kitchen sink, is eventually reclaimed for a new and useful life. New steel contains a certain percentage of scrap — obsolete machinery, worn engines, discarded autos and all kinds of old iron and steel "junk." Scrap goes through many stages of sorting, grading and processing — all linked together by dependable railroad transportation.



At the yard, heavy scrap is cut into specified sizes by huge "alligator shears." Enormous sections of steel are placed 'way back in the throat of these shears and sliced as easily as scissors cut paper.



Lighter scrap, such as automobile bodies, may be squeezed into one-ton "bales" about the size of orange crates. The sheared steel and "bales" are loaded by crane into railroad gondola cars and sent to mills.



At the mill, scrap and pig iron together with carbon, manganese, phosphorous and sulphur are melted in furnaces. The new steel is poured, cooled and rolled or cast into sheets, tubes and other shapes.



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Reprints of this advertisement about America's railroads and the country they serve will be mailed to you for use in your classroom work upon your request for advertisement No. 31.

New Books

(Continued from page 67A)

English Is Our Language Series

Second Edition. By Sterling, Lindahl, Koch, Rice, Bishop, Westendorf, and Hoffman. All are clothbound. Book 3, 288 pp., \$2.36; Book 4, 236 pp., \$2.52; Book 5, 352 pp., \$2.56; Book 6, 352 pp., \$2.56. D. C. Heath & Co., Boston 16, Mass.

A well-rounded basal English series organized around real life experiences. Skillfully integrated into the course are: creative expression, literary appreciation, social studies, science, all the fundamentals of grammar, meaningful activities, and practice materials.

Competitive Debate: Rules and Techniques

Third Edition. By George McCoy Musgrave. Cloth, 170 pp., \$2.50. H. W. Wilson Co., New York 52, N. Y.

A summary of accepted practices of debate. Changes in this new edition include: a recodification of rules, expanded material on cross examination, a simplified approach to case organization and judging, a new chapter on administration, an appendix listing national topics and national tournament winners and a new annotated bibliography.

Developing Spelling Power

By Karlene V. Russell, Helen A. Murphy, and Donald D. Durrell. Cloth, 136 pp., \$2.10. Worksheets, 28 cents. World Book Co., Yonkers, N. Y.

A book of spelling exercises designed to develop the auditory and visual discrimination abilities of intermediate grade students.

The lesson materials, directed at strengthening pupil's powers of listening and observation, were tried on an experimental group of 600 children with favorable results. Most of the lessons call for written response and the average time consumed is 20 minutes. Each lesson offers text material of two kinds: directions and suggestions to the teacher and materials to be read or spoken to the pupils.

Our Reading Heritage Series

Edited by Harold W. Wagenheim, Elizabeth V. Brattig, Matthew Dolkey, and Donald G. Kobler. *Exploring Life*, Grade 9, 656 pp., \$3.88; *Ourselves and Others*, Grade 10, 704 pp., \$3.96; *This Is America*, Grade 11, 768 pp., \$4.16; *England and the World*, Grade 12, 768 pp., \$4.40. All are clothbound. Henry Holt & Co., New York 17, N. Y.

A modern and attractive compilation of classics and outstanding contemporary literature is provided in this four-volume series of high school literature anthologies. Designed to develop good reading habits and taste in all high school students, selections have been chosen which will satisfy a wide range of interests and abilities. Effective study aids are provided to further achieve this purpose. Following most of the selections are: a short biography of the author, questions and instructive comments concerning the subject matter of the piece and the literary technique employed, and a vocabulary study. A glossary, which defines words according to the context in which they are used, appears at the end of the book.

Each book is built around a specific theme. *Exploring Life* contains selections concerning present-day problems and interests; *Ourselves and Others* relates literature to the student's growth as an individual and a member of society; *This Is America* develops a deep un-

derstanding of our country through the best of its literature; and *England and the World* cultivates an appreciation of universal concepts through the literature of England, Europe, and Asia.

20th Century Typewriting

Seventh Edition. By D. D. Lessenberry, T. James Crawford, and Lawrence W. Erickson. Elementary Course, 226 pp., \$2.52. Complete Course, 354 pp., \$3.12. Both are clothbound. South-Western Publishing Co., Cincinnati, Ohio.

Many new features have been introduced in these typing books. A few of the outstanding ones are: effective new illustrations to show reaches to new keys; 10 lessons for the alphabet keyboard; a planned program of bonus typing; marked copy for easier use of direct dictation drills; uniform right hand margins for the first fifty lessons; pre-calculated words a minute for timed writings; early introduction of simple problem typing; realistic practice on composition at the typewriter; and simplified related learning skills.

Free and Inexpensive Learning Materials

Paper, 264 pp., \$1. Division of Surveys and Field Services, George Peabody College for Teachers, Nashville, Tenn.

The eighth edition of a series of bulletins on "Free and Inexpensive Learning Materials." It contains 4255 items, including 1007 new entries.

Transfigured World

By Sister M. Laurentia. Cloth, 256 pp., \$4. Farrar, Straus & Cudahy, Inc., New York 3, N. Y.

This is a beautiful and timely explanation (Continued on page 70A)



SCOREBOARDS FOR FOOTBALL AND BASKETBALL

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SOUPS

YOU KNOW IT'S GOOD BECAUSE IT'S HEINZ

New Books

(Continued from page 68A)

of the design, theme, and symbol in the liturgy. It well merits the national acclaim it has received from critics and the first prize it was awarded in a writing contest sponsored by Farrar, Straus & Cudahy Publishing Company and the Thomas More Association.

Man and His Happiness

By a Group of Theologians. Edited by A. M. Henry, O.P. Cloth, 420 pp., \$6.50. Fides Publishers, Chicago 19, Ill.

This is the third volume of the Theological Library, translated from the French. It em-

braces basic treatment of morality, the *prima* of the *secunda* pars of St. Thomas. The several authors take up the principles of morality in theology, the nature of human happiness, human acts, the passions, habits, and virtues, sin, law and laws, and grace.

English Grammar and Composition

A Complete Handbook. By John E. War-riner and Francis Griffith. Cloth, 702 pp., \$2.96. Harcourt, Brace & Co., New York 17, N. Y.

An attractive and practical English hand-book for high school seniors that can be used both as a course text and as a reference book. Its 36 fact-filled chapters provide just the type of over-all English review high school seniors need before graduation. Valuable in-formation for students planning to enter col-

lege is provided in chapters devoted to using the library, writing the research paper, and taking formal examinations. A highly flexible format allows for much freedom in teaching methods and an exceptionally complete index makes it an easy-to-use reference book.

Successful Devices in Teaching French

By Sister Georgiana, S.P., Ph.D. Paper, 194 pp., \$2.50. J. Weston Walch, Publisher, Port-land, Me.

A very clever and original collection of ideas for teaching French. The author's enthusiasm for teaching French overflows as she describes device after device that she has used with good results in her classes. She supplies a wealth of stimulating ideas for room decorations, charts, posters, vocabulary notebooks, conversation drills, games, letters, cultural training, songs, skits, sayings and numerous objective tests.

Some of this material originally appeared in an article "Tricks of the Trade in the French Class" which was published in the CATHOLIC SCHOOL JOURNAL in October, 1951.

Harbrace Vocabulary Workshop

By Paul Schweitzer and Donald Lee. Paper, 122 pp., \$1.48. Harcourt, Brace and Co., New York 17, N. Y.

This is a mature 12th grade vocabulary workbook which stresses etymology and pre-sents challenging material throughout. It opens with a lucid chapter on how to use the dic-tionary and closes with a reading passage taken from *Moby Dick*. A 32-page test book-let is also provided with the book.

Increase Your Vocabulary

Second Edition. Cloth, 207 pp. Prentice-Hall, Inc., New York 11, N. Y.

Practical and modern throughout, this vo-cabulary book consists primarily of exercises and tests. Provocative cartoons and review exercises have been inserted in this second edition to add to its over-all attractiveness.

Living Your English: Grades 7 & 8

By Robert G. Colton, Grace Davis, and Evelyn A. Hanshaw. Both are 207 pages in length and paperback. D. C. Heath & Co., Boston, Mass.

These are English textbook-workbooks for slow learners in seventh and eighth grade. They cover the basic language essentials by means of stories, cartoons, and exercises con-cerning teen-age activities. Vocabulary and sentence structure are on a fourth-fifth grade level. A large number of practice exercises of the continuity type are included.

The Confraternity Comes of Age

A Historical Symposium. Cloth 323 pp., \$4. St. Anthony Guild Press, Paterson, N. J.

This is the story of the growth of the Confraternity of Christian Doctrine in the United States which was prepared as a jubilee tribute to the late Archbishop Edwin V. O'Hara, Bishop of Kansas City, St. Louis, Mo. Each of the 22 chapters is written by an authority on some particular phase of CCD work.

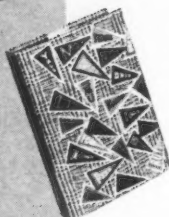
A Key to the Stars

By R. Vander R. Woolley. Cloth, 144 pp., \$4.75. Philosophical Library, New York, N. Y.

This book provides rewarding reading to the layman who wants to learn something about the magnificence and the vastness of the heavens and the heavenly bodies. While the author writes for persons who have a minimum knowledge of mathematics and physics, he cannot avoid using technical terms that belong to the science of astronomy.

(Concluded on page 72A)

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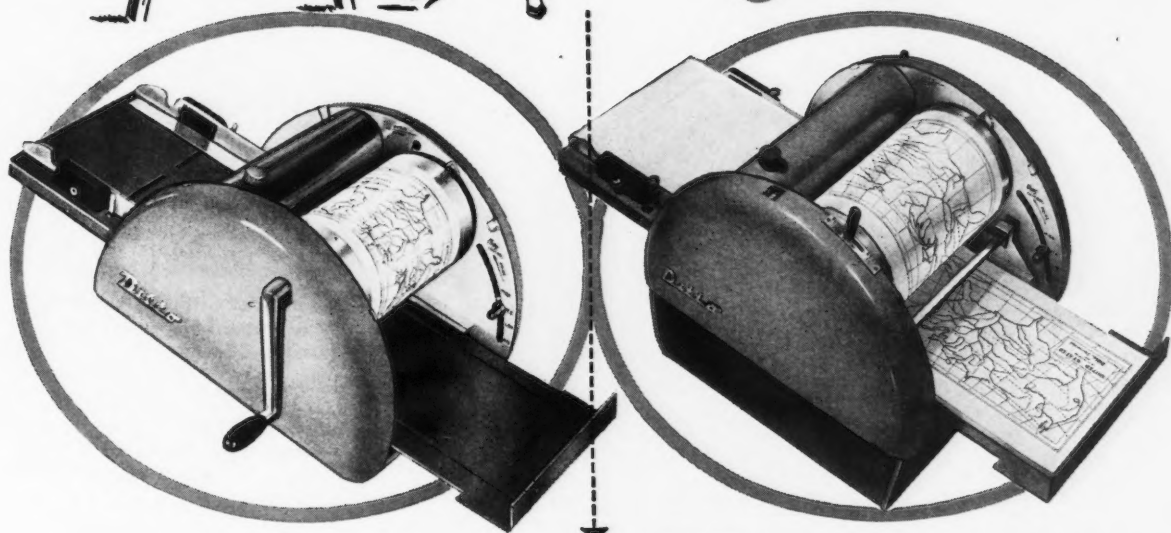
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New Books

(Concluded from page 70A)

New Reference Shelf Books

Cloth-bound volumes published by the H. W. Wilson Co., New York 52, N. Y. Each \$2.

Two recent releases are: *France in Crisis* edited by Elizabeth Davey, 208 pp. (32 articles treating France's political system, its foreign policy, the situation in North Africa, and the Suez crisis), and *American Indians* edited by Walter M. Daniels, 219 pp. (44 articles and speeches outlining the history of the American Indian and his present status).

Get Into the Game

By Olive and Wyman Holmes. Paper, 62 pp., 60 cents. The Civic Education Center, Tufts University, Medford 55, Mass.

A story of small town politics told in letters exchanged between a serviceman and his younger high school brother living at home in Middleville, U. S. A. By mail, the two organize a plan of attack to uproot the incumbent mayor who has been in office too many years. It is an easy reading story which provides a realistic picture of how democracy works successfully or can be subject to corruption depending upon how many citizens take an active interest in their government. A valuable teacher's guide containing many helpful suggestions for putting the pamphlet to work accompanies it.

Soviet Imperialism

By G. A. Tokaev. Cloth, 77 pp., \$2.75. Philosophical Library, New York 16, N. Y.

An account of Soviet military strategy and tactics written by a man who served Russia for 15 years as an engineer, theoretical scientist, and aerodynamics expert.

The Book of Badminton

By Eddy Choong and Fred Brundle. Cloth, 128 pp., \$3.75. Philosophical Library, New York 16, N. Y.

A history and practical study of badminton complete with 31 photographs and 15 diagrams.

Paperbound Books in Print-Fall-Winter, 1956

Paper, 158 pp., \$2 a single copy. \$3 a year. R. W. Bowker Co., New York 36, N. Y.

This is the fourth issue of a semiannual index to the many books presently available in paper binding. Subject, title, and author indexes are provided. The author index, the most complete of the three, lists 5400 books currently in print or scheduled for publication during the coming months. A list of publishers and their addresses is also included.

Scholarship Information Sources for Educational and Vocational Counselors

Revised Edition. Compiled and published by Russell J. Fornwalt, Big Brother Movement, 33 Union Square West, New York 3, N. Y. Paper, 7 pp., 25 cents.

This is a valuable list of the wide variety of pamphlets, books, and organizations that can be consulted for specific information about scholarships.

Teachers of Children Who Are Blind

A report based on findings from the study "Qualification and Preparation of Teachers of Exceptional Children" Prepared by Romaine P. Mackie and Lloyd M. Dunn. Paper, 119 pp., 40 cents. U. S. Government Printing Office, Washington 25, D. C.

Directory of Catholic Facilities for Exceptional Children in the United States

Paper, 136 pp. National Catholic Educational Association, Washington 6, D. C.

Bulletin, National Catholic Educational Association, November, 1956

Edited by Mary M. Ryan, 45 pp., N.C.E.A. Washington 6, D. C.

This issue contains two articles: Private Foundations: A Catholic View by Rev. J. Franklin Ewing, S.J., and Margaret Donnelly; The Role of the School in the Atlantic Community by C. J. Nuesse, Ph.D., and the Report on the Inter-American Catholic Educational Confederation Sixth Congress, Santiago, Chile, September 8-16, 1956, by Rev. Edward B. Rooney, S.J.

Scientific Humanism and Christian Thought

By D. Dubarle, O.P. Cloth, 119 pp., \$3.75. Philosophical Library, New York, N. Y.

The five essays in this book harmonize Catholic thought with modern scientific thought and scientific technological progress.

Money Management, Your Automobile Dollar

Edited by Money Management Institute of Household Finance Corp. Paper, 36 pp., 10 cents. Household Finance Corp., Chicago, Ill.

This is a helpful booklet of facts about buying and operating a car. Prepared with the co-operation of recognized automotive authorities it treats the subject in extensive detail.

The Family Rosary Novena

Text by Very Rev. Leo M. Shea, O.P. Illustrations by William Sylvester. Paper, 32 pp., Catholic Art Services, Inc., Minneapolis, Minn.

Rosary meditations, Bible readings, and beautiful full page color drawings illustrating the 15 mysteries of the Rosary are woven together here to form a valuable family novena prayer book. This may be just the aid needed to help initiate family prayer in many homes.

The Holy Man of Ars

By Dom Ernest Graf, O.S.B. Paper pamphlet, 40 pp., 25 cents. Grail Publications, St. Meinrad, Ind.

This is a compact biography of Saint John Baptist Vianney covering the high lights of his eventful life.



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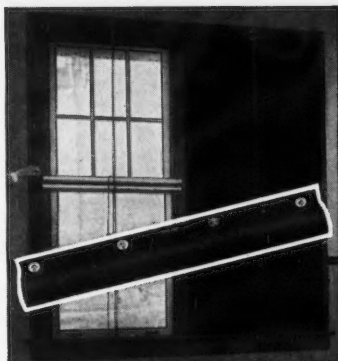
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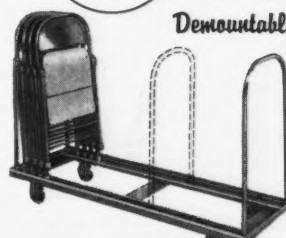
Once you sit in this chair you quickly realize it's the last word in portable seating comfort. Study the pictures above and note how the soft, 3/4" thick foam rubber cushion is contour shaped and permanently bonded to the steel seat. In addition, the Naugahyde covering is bonded to the cushion, fully wrapped around and securely fastened within the seat's rolled edge. Naturally, the seat isn't the only feature. The entire chair is one of Krueger's finest tubular steel units that's built to last for years! Contour shaped steel seat (No. 101) and wood seat (No. 102) also available. Write for Series 100 brochure which describes these chairs in detail.



New Fold-Away Detachable Kneeler
makes any Krueger tubular
frame chair an ideal investment
for churches and church schools



Foam rubber cushioned kneeling board is covered with long wearing vinyl leatherette and mounted onto tubular steel frame. It attaches to rear leg cross brace of all Krueger tubular chairs as well as many other makes. Unit folds out of way when not in use and also folds flat within chair frame for storage.



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Seven standard sizes hold both X-type channel or Y-type tubular chairs—up-right or horizontal. Regular or under-stage models. Demountable ends and exclusive channel-angle frames permit stacking empty trucks one on the other.

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METAL PRODUCTS • GREEN BAY • WISCONSIN

NEW SUPPLIES AND EQUIPMENT

LEARNING MADE GAMELIKE

A working tool for children that puts fun into learning has recently been introduced by the Write-On Co., Janesville, Wis. It is a set of plastic-framed cards of unsolved problems in addition, subtraction, multiplication, division, time telling, printing, writing, and musical notation. An automatic colored pencil is supplied for writing on the plastic. When finished, the writing is removed from the window by lightly rubbing with an ordinary cloth or cleansing tissue and the cards are again ready for use.

Four colored cards are mounted in two red or yellow plastic frames. These durable and practical teaching aids are called the "Practice-On."

(For Further Details Circle Index Code 0207)

LOW-HEM GYM SUIT

A young girl's gym suit with an extra 3-in. hem and attached under brief designed expressly for Catholic schools has been introduced by the National Sports Co., Fond du Lac, Wis. A snip of a thread will let down the hem 3 in. leaving a finished 1/4-in. hem. The front falls into four amply cut pleats; the side seams are shaped and the waistline has fitted darts. An action back features two large pleats from shoulder to waistline which give freedom across the shoulders where it's really needed. An extra long front placket and snap fasteners make the suit especially easy to get in and out of for quick changes.

(For Further Details Circle Index Code 0208)

ALL-PURPOSE CHAIR

An all-purpose school chair that may be used both for general and group seating is available from the Irwin Seating Co., Grand Rapids, Mich. Ideal for use with desks



Posture-Form Chair

and tables it has a posture-form seat and back rest that induces good posture and provides greater comfort. A bookrack may be attached if desired. Three seat heights are available: 18, 16 and 14-in. Style number of the chair is 800.

(For Further Details Circle Index Code 0209)

NEW A. B. DICK MIMEOGRAPHS

A complete new line of mimeographs featuring a new paper feed that easily handles unevenly cut or stacked paper has been developed by the A. B. Dick Co., Chicago 31, Ill. The new feed system works so well that the mimeograph can be reloaded while it is running. Ream ends, previously printed or mimeographed copies, and heavy cards or extra light paper feed just as perfectly as 20-lb. paper. The paper feed can be adjusted in seconds when the operator runs postcards or varied sizes of paper.

Both paste and fluid ink cylinders are available. All cylinders are closed and re-inking is simple. One inking of the paste cylinder is good for 20,000 or more average copies without the operator having to touch a lever or dial.

(For Further Details Circle Index Code 0210)

EASY-THREADING TAPE REEL

A new fast and easy-threading reel for magnetic recording tape has been announced by Audio Devices, Inc., New York 22, N. Y. Called the C-slot reel, it features a curved groove in the hub for threading. Tape is simply slipped into this groove in the opposite direction of reel rotation and the recorder is ready for operation. No kinks or twists are made in the tape and no tape ends are left sticking up. There is no need to turn the reel by hand for it is self-locking. All sharp edges have been eliminated on the reel thus reducing a great deal of wear on the tape.

(For Further Details Circle Index Code 0211)

(Continued on page 78A)

CORRESPONDING CODE INDEX NUMBERS TO BE ENCIRCLED CAN BE FOUND ON THE CARDS IN THE READER'S SERVICE SECTION.



Here's General Motors' newest educational booklet

"THE STORY of POWER"

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Covers the story of power from cave man to atomic man. Gives a full description of the many different kinds of power man has used—and

uses today—including jet, nuclear, and solar power. Quantities are limited. To get your free copy, fill in the coupon and mail it today.

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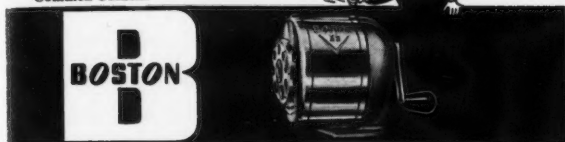
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Mail the coupon to:
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Detroit 2, Michigan

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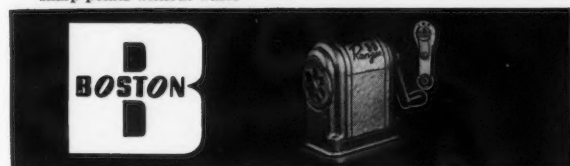
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TEACHERS: A FREE sample available for class demonstration. Write on school stationery.

A.W. FABER-CASTELL
PENCIL CO., INC. • NEWARK 3, N. J.

New Supplies

(Continued from page 76A)

LUNCH-BOX SAFETY LESSON

Children can now get a painless safety lesson with their lunch. Clever lunch boxes with safety poems and cartoons on the inside lid are on the market. Various themes are depicted inside and outside of the boxes including "Disneyland," "Jet Patrol," "Robin Hood," "Wild Bill Hickok," and "Junior Miss." A safety poem is presented in each.

(For Further Details Circle Index Code 0212)

PURE ORANGE-JUICE VENDER

These sturdy youngsters prefer fresh, nutritious orange juice to a carbonated beverage. The ½-pint cartons of pure Tropicana orange juice supply their daily requirements of vitamin C. Juice is refrigerated at 30-33 deg. which maintains its vitamin C count for several days. The Vendo machine holds 237 ten-cent cartons, in a vender measuring 32¼ by 18 by 77¼ in. Machines are installed and



filled by Fruit Industries, Inc., Bradenton, Fla. Schools are given a premium on sales. Machines collect the money and keep an accurate count of cartons sold.

Since Fruit Industries began its vending program in January, 1956, its service has spread to more than 700 Florida schools, to schools in the Cleveland diocese, throughout the southern and middle Atlantic states, in New York state and New England.

(For Further Details Circle Index Code 0213)

INEXPENSIVE STUDENT ATLAS

An inexpensive quality atlas of American history designed for student use has been introduced by Denoyer-Geppert Co., Chicago 40, Ill. Thirty-two pages of colored maps covering the history of the United States from earliest times to the present are provided along with time lines to develop the reader's sense of historical sequence, a calendar of events, tables, and diagrams.

The first portion of the atlas is devoted to the American past. The second part delineates social and economic characteristics of the United States today. The final portion is devoted to the position of the United States as a world power.

(For Further Details Circle Index Code 0214)

(Continued on page 80A)

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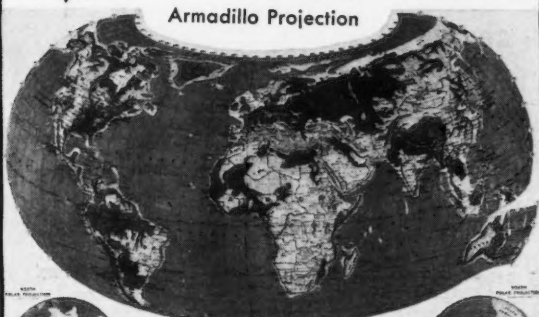


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EXCITING NEW "SLIDE-RULE" PENCIL BOX

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New Supplies

(Continued from page 78A)

SAFE, EASY-TO-OPEN LOCK

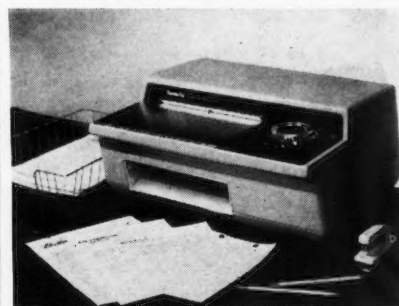
The C. L. Gougler Keyless Lock Co., Kent, Ohio, has the answer to the problems of locker security, yet easy accessibility when necessary, with their Master Key Combination Lock. This is a new model of their combination locks which operate merely by counting the "clicks." Ideal for schools where emergency situations require locker surveillance or admission, the Master Key Combination Lock allows safely controlled inspection, quickly and easily.

Identified as Lock Type 40, the Master Key Combination Lock has a slot at the bottom of the lock where a new type of master key is inserted, swung to the right to unlock, then back to the left for removal of the key and normal combination operation. One key is all that is needed to open all combination locks in the series and the master key cannot be duplicated by any commercial key machine.

(For Further Details Circle Index Code 0215)

LIGHTWEIGHT COPYING MACHINE

A new lightweight, more compact model of the Thermo-Fax "Secretary" copying machine has been developed by the Minnesota Mining and Manufacturing Co., St. Paul, Minn. It weighs 45 lb.—20 lb. less than the earlier model and measures only 19 in. wide, 15 in. deep, and 9 in. high. Copies are reproduced in an all-electric, completely dry, one-step



One-Step Copying Machine

process. Exact copies of originals are made in as little as four seconds. No negatives, chemicals, darkrooms, or operator training are needed, and copies are ready for immediate use.

A push-button control regulates "on" and "off" position of the machine and a larger restyled exposure time dial has been added. As in earlier models, this machine fits conveniently on a desk, filing cabinet, or cabinet floor stand.

(For Further Details Circle Index Code 0216)

NEW MICROSCOPE TABLE STAND

A new low-priced table stand for horizontal and vertical positioning of AO Series 55 Cycloptic Stereoscopic Microscope has been announced by the American Optical Co., Buffalo, N. Y. This economical stand, Model 22, has a wide range of adjustments: a full 360-deg. swing around a vertical pillar over a 4-ft. circle, a 20-in. horizontal and a 15-in. vertical excursion. Its heavyweight base is notched to allow quick attachment to work table when a relatively permanent setup is required.

(For Further Details Circle Index Code 0217)

(Continued on page 81A)

CORRESPONDING CODE INDEX NUMBERS TO BE ENCIRCLED CAN BE FOUND ON THE CARDS IN THE READER'S SERVICE SECTION.

New Supplies

(Continued from page 80A)

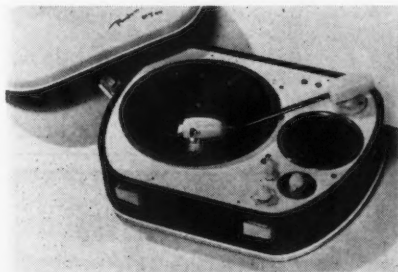
LOW, HANDY FLOOR MACHINE

A single-brush floor machine of a revolutionary low design has been announced by Hillyard Chemical Co., St. Joseph, Mo. Called the Hilboy, the machine measures only 9½ in. in height. Its low silhouette permits use of the machine in previously inaccessible areas when scrubbing, polishing, steel wooling, sanding, or grinding floors. Pistol-grip handles, scientifically designed to lessen hand fatigue, start the motor under ordinary finger-tip pressure. Instantly retractable, individually suspended wheels provide easy portability. "Figure-eight" hooks easily hold 50 ft. of neoprene-covered cord. A simple switch reverses the direction of rotation to retard brush wear. Another switch instantly adapts the Hilboy to either 110- or 220-volt circuits. Both a 17- and 20-in. diameter brush are available.

(For Further Details Circle Index Code 0218)

3-SPEED TRANSISTOR PHONOGRAPH

The first 3-speed transistorized portable record player, a German import called the Buton, is being introduced to the American market by the Audio-Master Corp., New York, N. Y. Convenient to transport anywhere, this high-fidelity unit is encased in a



Transistor Phonograph

three-tone carrying case which measures 13 by 11 by 5 in. and is built to rugged luggage specifications. Four special transistors produce an output of 450 Ma. The Electromotor operates on a 6-volt battery, playing 33-, 45-, and 78-r.p.m. records. Its frequency range is from 50 to 13,000 cps.

(For Further Details Circle Index Code 0219)

COLOR PLATE GLASS

Colored plate glass sure to enhance the appearance of any building is being produced by the Libbey-Owens-Ford Glass Co., Toledo 3, Ohio. Still in the process of development, it will be ready for buildings now on the drafting boards. A spandrel plate glass material, it will have ceramic colors fused onto the inner side of the plates in a selection of 16 standard colors and black and white. During production, the glass will be heat-strengthened giving it additional strength to resist shock. The units will be made of quarter-inch plate glass with maximum sizes of 60 by 84 inches. Easy to maintain, the glass will retain its original color and polished appearance despite atmospheric acids and temperature changes. The trademarked name for the product will be "Vitrolux" which was used for a similar product used in signs a few years ago.

(For Further Details Circle Index Code 0220)

(Continued on page 82A)

CORRESPONDING CODE INDEX NUMBERS TO BE ENCIRCLED CAN BE FOUND ON THE CARDS IN THE READER'S SERVICE SECTION.

Want a sound, sure way to "drive home" the social graces?

This bright booklet "Are you in the know?" will intrigue your girls

Watch Slumpy Sue suddenly practice "model" posture! See the Lazy Lucies take a lively interest in tidy, shining hair... neat nails... winsome manners. That's what happens when you use the free booklet, "Are You In The Know?"

This appealing booklet turns social "musts" into fun. It talks teen language as it shows how

grooming, tasteful dressing and etiquette help give a girl the confidence she needs.

Young readers love the booklet's quiz style, true-to-teen-life illustrations. They find many a helpful pointer on what to do—or say—in typical teen-age situations. Send for all the copies you need, compliments of Kotex sanitary napkins.



What's the correct way to wear a corsage?

- ☐ Stems up
- ☐ Stems down
- ☐ On the right shoulder



Why is this sleeping beauty off the beam?

- ☐ She's a curfew keeper
- ☐ She's still wearing make-up
- ☐ She should be prom-trotting



When you don't know the party guests, should you—

- ☐ Plunge in boldly
- ☐ Pause at the doorway
- ☐ Disappear

FREE—booklet



KOTEX is a trademark of Kimberly-Clark Corp.

Educational Department, CSJ-97-B
Kimberly-Clark Corporation
Neenah, Wisconsin

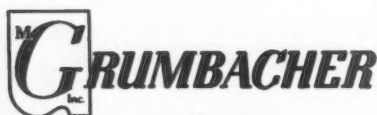
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New Supplies

(Continued from page 81A)

TIME-TESTED PHONOGRAPH

Three thousand hours of operation or the equivalent of 3 years of hard usage had no noticeable effect on the turntable of the Strobeselector phonograph when it was recently tested by its manufacturer, the Califone Corp., Hollywood, 38, Calif. Performance of the turntable at the end of 3000 hours was checked by the Los Angeles Testing Laboratories, an independent organization. The Laboratories' report indicated wow, flutter, and rumble better than the NARTB (National Association of Radio and Television Broadcasters) standards on the test turntable immediately after the 3000 hours of operation.

In addition, the Strobeselector turntable requires no warm-up and will hold any speed from 16 to 84 r.p.m. without drift. Any of the four standard speeds can be immediately and exactly set. The center drive is completely silent due to a patented laminated driving gear which can never develop noise.

(For Further Details Circle Index Code 0221)

STURDY FOLDING TABLES

The new multi-purpose folding table introduced by American Seating Co., Grand Rapids 2, Mich., has every advantage of a permanent table. The top is of attractive, reinforced



Multi-Purpose Table

birch-grained Amerex plastic with anodized aluminum banding. Its sturdy metal frame and smartly tapered legs are durably enameled in Diploma Blue. Easy to roll to and from storage areas, the table has hidden steel wheels. Two sizes are available, 30 by 72 in. and 30 by 96 in. Both are 29 in. high.

(For Further Details Circle Index Code 0222)

IMPROVED TV MONITORS

A new line of video monitors incorporating a number of advanced features is available from General Precision Laboratory Inc., Pleasantville, N. Y. The units provide bright, clear high definition pictures. In both cabinet and rack-mounted versions, the monitors are designed for continuous duty operation with minimum maintenance. The covers or front panels of each unit can be removed for ease in cleaning the picture-tube face and safety glass as well as for servicing.

The 17-in. model features a lightweight, wrap-around aluminum housing and a 5-deg. front-panel tilt to reduce glare and reflection. Its construction permits removal of the kinescope tube without disturbing the chassis. Operating controls are recessed for protection behind a hinged panel located below the screen.

(For Further Details Circle Index Code 0223)

(Concluded on page 83A)

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New Supplies

(Concluded from page 82A)

LITTLE MESSENGER IN COLOR

Two of the weekly editions of *Our Little Messenger* are being issued in four colors. They are the Grade 1 School and Confraternity editions. The Confraternity edition of *Our Little Messenger* is also changing its page size from 6 by 7½ in. to 8½ by 11 in. This new format makes for easier reading, narrower columns and the use of larger illustrations. The three separate school editions for grades 1, 2, and 3 and the Confraternity edition of *Our Little Messenger* are published by George A. Pfahum, Publisher, Inc., Dayton, Ohio.

(For Further Details Circle Index Code 0224)

CATALOGS & BOOKLETS

"To God Through Music," a new Catholic school music series, is graphically described in a 16-page booklet by the same name. The type of presentation, the subject matter, the grade level, the approach, and the success of this course are all treated fully in the booklet which may be obtained free of charge from the Gregorian Institute of America, Toledo 2, Ohio.

(For Further Details Circle Index Code 0225)

A 52-page color catalog of maps, globes, charts and atlases has been published by the George F. Cram Co., Inc., Indianapolis, Ind. Free copies of the publication, designated No. 90, are available.

(For Further Details Circle Index Code 0226)

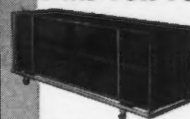
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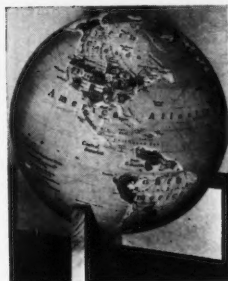
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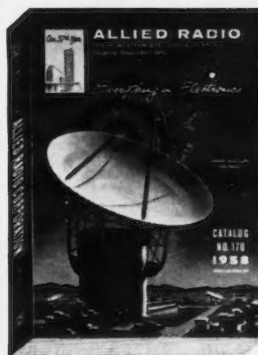
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